C.C.C.
Mong Man Wai College
School Report
2021-2022

Contents

The Church of Christ in China
Mong Man Wai College
School Annual Report 2021-2022

Vision, Mission Statement and Core Values on Education

Vision

Together we nurture fullness of life; Hand in hand we witness the love of Christ.

Mission Statement

With the love of Christ, compassion for humanity and a progressive attitude, we strive to deliver a quality education, to develop students' potential to the fullest, to share with them the Gospel, and to cultivate in them a sense of good citizenship which will benefit our society and nation.

Core Values

With the aim of spreading the word of God and serving the community, we provide a holistic education to all with loving care, a progressive attitude and total commitment.

School Mission

Embracing the HKCCCC philosophy of "To minister and serve through schools", we are committed to the provision of quality education services. We strive to nurture our students by developing their potential and to foster their moral, intellectual, physical, social, aesthetic and spiritual development. It is our aspiration that our students will always strive for excellence, exemplifying our school vision "Together we nurture fullness of life; Hand in hand we witness the love of Christ." From 2019-2023, we are upholding the school vision of "A future brightened with positivity cultivation; A chapter unveiled IT in education."

Our School

1 Brief History

C.C.C. Mong Man Wai College is one of the grammar schools run by the Church of Christ in China, the Hong Kong Council and it was founded in 1974. Since its establishment, the school acquired a good reputation from the community. The school is named "Mong Man Wai College" because of Dr. William Mong Man Wai's generous donation of HK$ 300,000 in 1970. Dr. Mong had been showing his genuine concern and support to us until he passed away in July, 2010. Throughout the years, Dr. Mong donated money, facilities and scholarships to our school and we will never forget him. His son, Dr. Mong Tak-yeung, the Chairman and CEO of Shun Hing Group, has continued to show his support and concern to our school through continuous donations and personal visits.   Shun Hing's representative has become our independent school manager since 2011/12.

2 Organization

2.1 Class Structure

Before September, 2011, our school adopted a 29-class structure with 5 classes for each form from S.1 to S.5 and 2 classes for each form from S.6 to S.7. However, with the implementation of the Voluntary Scheme of Optimization of Class Structure, EDB in September 2011, the number of classes has been reduced to 24 since 2016/17.   In the past, S.5 students attended the HKCEE and then the HKAL if admitted to study in S.6 and S.7. The school system has been changed completely after the introduction of the New Senior Secondary (NSS) since 2009.   Starting from 2012, students in S.6 take one public examination, namely HKDSE.

2.2 Teaching and Non-teaching Staff Members

In 2018/19, there were more than 90 teaching and non-teaching staff members in our school.   They included teachers, teaching assistants, laboratory technicians and all supporting staff, including I.T. technicians.   Starting from 2019/20, the school has two school social workers sending from the Christian Family Service Centre (C.F.S.C.).   In the same year, a speech therapist of 1/3 of her working time stations in our school.   Starting from 2021/22, our school has three vice-principals to manage and lead the school development.

3 Organization and Management

3.1 Establishment of Committees

Right from the beginning of the school in 1974, we had important roles of middle managers such as Discipline Master and Guidance Master to assist the school principal in running the school. In recent years, in order to cope with the ever-changing challenges of the school, the Civic Education Committee, School Promotion Committee (renamed as School Liaison Committee in the school year 2021/22), the School Admin & I.T. Committee as well as the Other Learning

Experiences Committee have been established. Under the leadership of the principal and the vice-principals, the Executive Committee comprising various Committee heads holds regular meetings for the management and administration of the school. Besides, the computerization of school administration such as joining the WEBSAMS, EDB has helped enhancing school administration efficiency over the past 20 years.

3.2 Establishment of SMC and IMC

With the introduction of school-based management from EDB in early 1990s, our school started to have School Management Committee in 1999, signifying an era of school-based management with the participation of both parents and teachers in managing the school. More significantly, the Incorporated Management Committee was established in September, 2011. This means the school is now having an independent legal entity which composes of school supervisor, school managers from the sponsoring body, parent school manager, teacher school manager, alumni school manager and an independent school manager. They all work together to lead and manage the school for the benefits of our students and the whole school has turned another new page of management.

4 School Campus and Facilities

Our school is situated in a quiet hillside place with a relatively spacious school campus of 6000 sq. metres. Because of the School Improvement Program, EDB, a new annex was built in 2001 which provides more space for learning and activities. Apart from the school hall, classrooms, laboratories, library, the school also has Campus TV Room, Music Room, Visual Arts Room, Home Economics Room, Multi-media Learning Centre, English Learning Centre, Self-study Room, Student Activity Room and Band Room. Thankfully, throughout the years, the Shun Hing Education Charity Fund (Charity Fund) has sponsored and donated a variety of facilities to our school. In 2004, we received funding from the Charity Fund to have air-conditioners installed in the school hall. In 2008, we had the Campus TV sponsored by the Charity Fund. In 2010, Dr. T. Y. Mong donated induction cooker for the cookery teaching of Home Economics to show his generosity and care to us. In 2014/15, the Charity Fund donated 44 sets of air conditioners and network improvement facilities to our school equivalent to a sum of $816,610. Since 2014, the Charity Fund has supported our students to represent Hong Kong to participate in the World Youth Scrabble Championships. The places for the competition included West Australia, Lille of France, Kuala Lumpur and Dubai. In 2016/17, the Charity Fund donated wireless microphone system valued at HK$367,006.00. In 2017/18, the Charity Fund agreed to donate facilities worth more than $1,000,000.00 including air-conditioners and projectors to our school. To celebrate the 45th Anniversary, the Charity Fund donated facilities and equipment including upgrading Campus TV system, rolling shutters in the covered playground so that our students, teachers and staff have a good environment in the campus. Besides, the school also used different fundings to install the LED wall

in the school hall and smart boards in secondary 1 classrooms, VA room and Computer Room to facilitate more interactive learning and teaching strategies.   In addition, we get the approval from the EDB every year to have renovation construction works to be carried out in summer so as to keep the school campus new and well-maintained.

5.   Number of school days

In 2021/22, the planned number of school days was 185.   Unfortunately, COVID-19 pandemic continued from time to time throughout the whole school year.   Under the Education Bureau's guidelines, blended learning of face-to-face schooling and on-line lessons were adopted.

6.   Lesson Time for 8 Key Learning Areas

Percentage of each KLA in the School Timetable
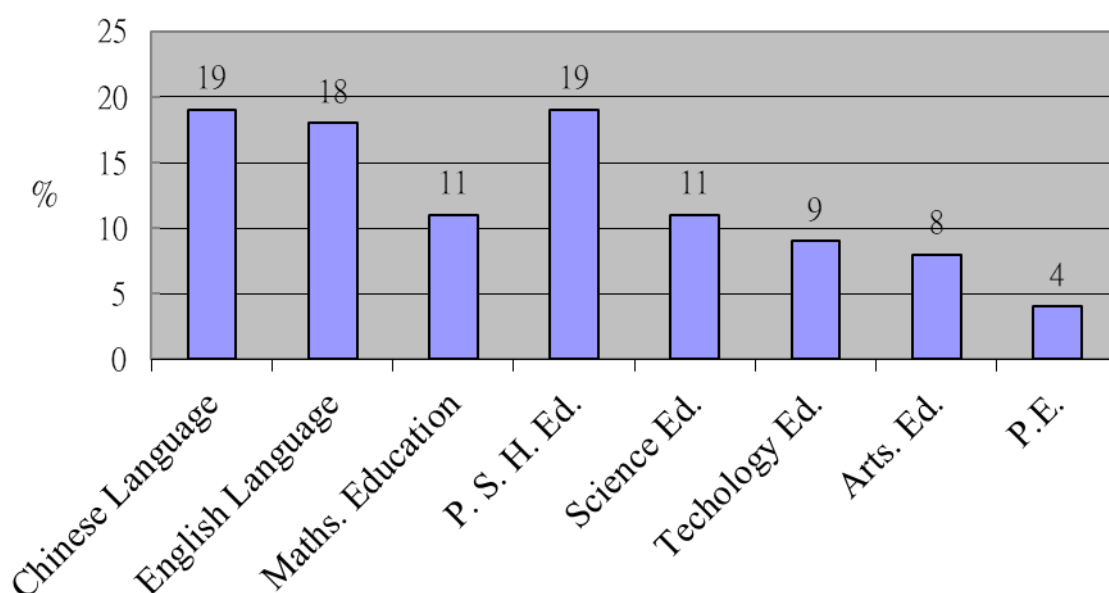
7.   The Recent Development

7.1   STEM Education

The school year 2017/18 was an important year to plan and organize different activities of STEM to our students after joining the PDS, School-based Support Scheme, EDB. A historic STEM week was also organized in May, 2018.   Students got valuable experience and learned a lot in joining the contests or activities of STEM both inside and outside school.   To further STEM development, in 2018/19, the school applied for the Quality Education Fund (Dedicated Funding Programme) to implement STEM education and renovate a room as STEM Room to enhance STEM learning especially in junior forms.   In 2019/20, the STEM elements have been planned and implemented in the science curriculum of the junior form levels.   In 2020/21, the school implemented the "Bring Your Own Device" policy for allowing students to bring their own mobile computer devices to schools for learning activities, so that learning has

become more personalized and mobile.

7.2 The Endeavors to Our Students

In 2019/20, our school Rope Skipping Team went to Antwerp, a city of Belgium, to join the 4th World Inter-School Rope Skipping Competition.   Our school team got the champion of the show competition.   In 2021/22, the English Musical Team was set up to unleash students' potential.   A group of students' leaders was also recruital to be responsible for the flag hoisting ceremony regularly to nurture their civic awareness.

7.3 45th Anniversary

Our school planned to celebrate the 45th Anniversary in 2019/20.   The theme of the Anniversary is "Growing Together, Bonding Forever".   The unexpected outbreak of COVID-19 led to the postponement of the 45th Anniversary Thanksgiving Service. Finally, it was held on 28 September 2020.

7.4 Curriculum

As stipulated by the EDB, the school has started the optimization of the four senior secondary core subjects.   Citizenship and Social Development has started to be taught since 2021/22 school year.

Our Students

1. Class Structure

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	4	4	4	4	4	4	24
Boys	73	81	76	76	73	67	446
Girls	57	48	52	47	39	39	282
Total Enrolment	130	129	128	123	112	106	728

2. Student Attendance
   The data for the school year 2021-2022 is based on 185 days face-to-face and online schooling.
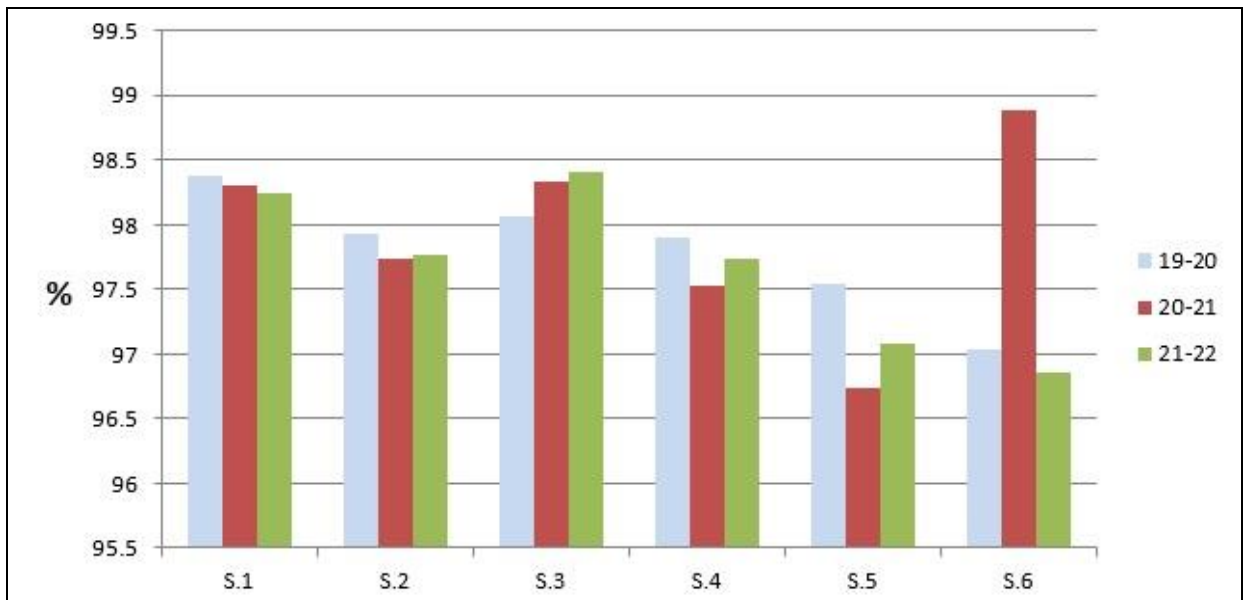
3. Drop-out of Students

In 2021/22, 2 in S.1, 4 in S.2, 3 in S.3, 2 in S.4 and 3 in S.5.

Our Teachers

1. (a) Teachers' Academic & Professional Qualifications
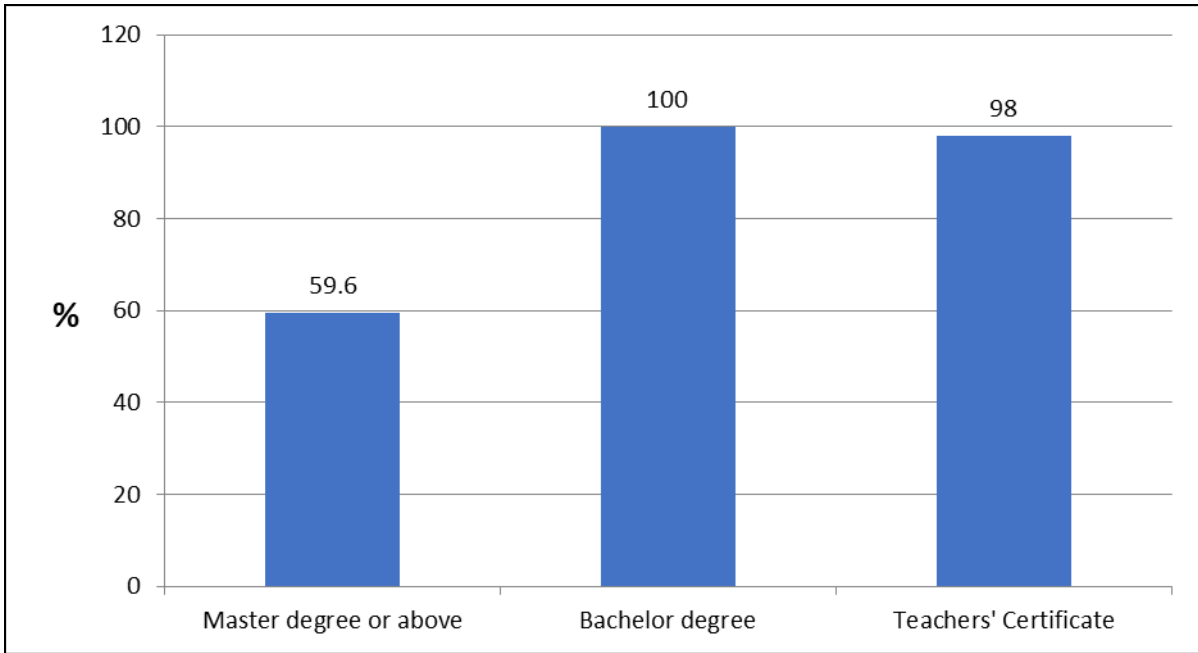
(b) Teaching Experience
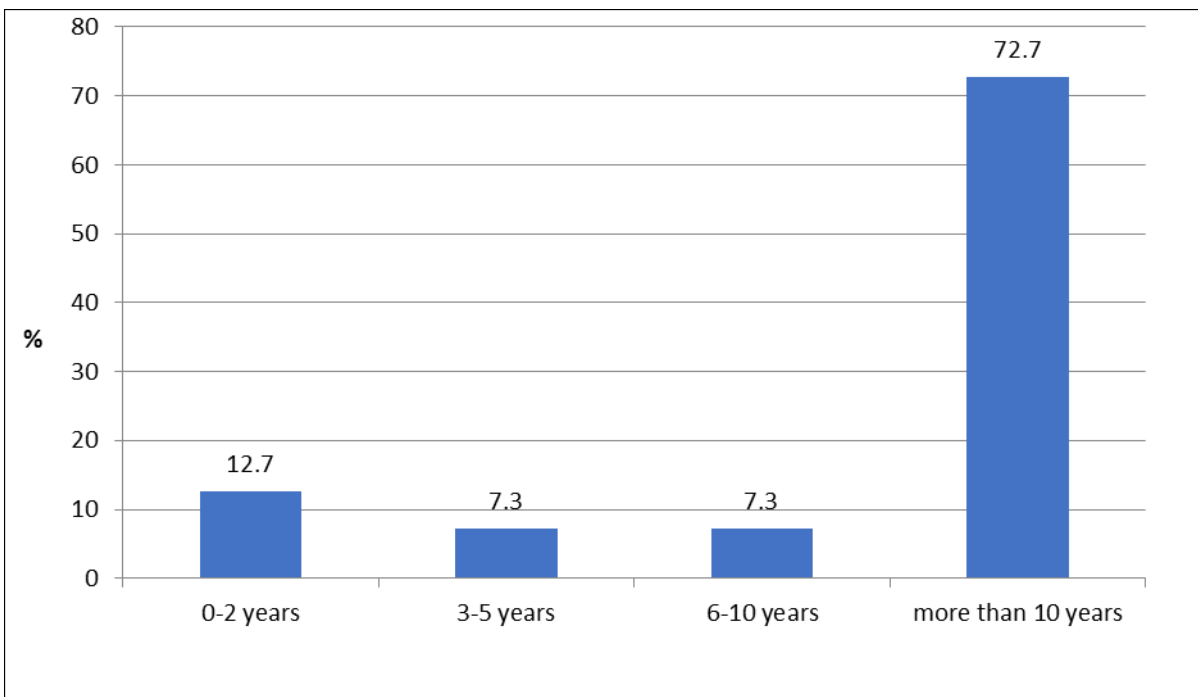
Achievements and Reflection on Major Concerns 2021/22

In the school year 2018/19, consultations and discussions were carried out in the meetings of the Executive Committee, Academic Committee (Subjects) and Staff Meetings for the preparation of next three-year development plan. After that, a new three-year plan has been adopted since 2019/20. The theme of the present development plan is **'A future brightened with positivity cultivation; A chapter unveiled with IT in education.'** The Chinese version is 正向培育耀人生，科技學習揭新章**.** However, due to two unprecedented events had happened, social events and the outbreak of COVID-19 pandemic, class suspension lasted for nearly about six months in the school year 2019/20.   The blended mode of schooling kept going in the school years 2020/21 and 2021/22.   Thus, the strategies planned were seriously affected.

Based on the theme of the three-year school development plan, the major concerns are as follows:

## Task 1: To nurture students to be motivated learners

1.1 To sustain self-directed learning (SDL) habits (3- pillar-mode in lessons)

Achievements

It is believed that self-directed learning habit is the essential learning skill for lifelong learners. Thus, the three-pillar learning mode (pre-lesson preparation, learning in lesson and consolidation after lesson) was advocated in the last three-year development plan and has been extended to the present one.

Teachers' opinions on the implementation of SDL were quite positive.   Based on the survey for the evaluation on the implementation of the Major Concerns (2021-22), more than half of the teachers agreed and strongly agreed that the Self-directed Learning (SDL) habits could be sustained.   69% of teachers agreed and strongly agreed that SDL was encouraged to be used in senior form as the application of SDL in the senior forms was the focus of this year (*Appendix 1*).   The result of APASO also reflected that the average scores of our students of motivation were generally higher than that of the HK scores of most of the items.

The COVID-19 occurred in January 2020. With the adoption of online lessons for the replacement of face-to-face lessons due to the pandemic, teachers have become more familiar with using e-Platforms for online teaching and other e-learning materials to facilitate teaching and learning. Against this background, it is more common for teachers to use these e-tools to tailor make materials such as self-made videos to facilitate more interactive online learning activities. These materials are school-based teaching aids so that they are more able to address our students' learning needs.   The survey (*Appendix 1*) about item 1.2 to 'develop e-learning to enhance learning effectiveness', was conducted to collect teachers' opinions.   Over 70% of teachers strongly agreed and agreed that the training and sharing sessions, designing e-learning and e-teaching materials and the use of mobile devices and different e-learning platforms could help to enhance learning effectiveness.

The production of school-based learning materials helps to enlarge the stock of learning aids which can be utilized as pre-lesson teaching materials in future for SDL. Besides, QR code was

widely used to encourage students to use more selected learning resources from the web to facilitate SDL.

Reflection

In the midst of COVID-19, the blended mode of learning, i.e. face-to-face learning and online learning were frequently adopted in the school year 2021/22.   The blended mode of learning has its positive and adverse impacts on the implementation of SDL.   For the positive impact, teachers were more familiar with using Zoom and video-making software to produce more tailor-made videos and e-learning materials for self-study and pre-lesson learning.   It helps to increase more learning materials to sustain students' learning habit in SDL in future.

For the adverse impact, some pre-lesson activities for the lesson preparation could not be conducted face-to-face.   Thus, timely guidelines and advices from teachers could not be given. As such, the benefits of SDL could not function properly.

1.2 To develop e-learning to enhance learning effectiveness

Achievements

1. The e-learning sharing was changed from the whole school one to the subject department-based ones.   This reflected the professional development progress of e-learning of our school.   A task group, not subject-based one, was the kick-off to equip teachers at the beginning of the 3-year development plan last year.   After a year, subject departments could have their own sharing.   Their needs in teaching were addressed and the support became more focused as subject departments organised their sharing.

2. As the year before, teachers continued to use the following e-tools and their functions were summarised as follows:

   To raise interest - Kahoot!, Mentimeter, Jotform, etc.

   To increase interaction during lesson - Nearpod, PearDeck, Padlet, Jamboard, etc.

   To consolidate learning - Google Form, Wizerme, Edpuzzle, Quizziz, Answer Garden, e-books, e-readers, Tagcrowd, etc.

   The summary reflected the enhancement of teachers' capability in using Apps for teaching and learning.   Teachers got access a variety of e-tools and they could identify the usages and their applications.

   To meet teachers' needs, the license of Nearpod was bought and a training session was held on 23 May 2022.

3. Teachers were positive to develop e-learning to enhance learning effectiveness.   The survey of the 'Evaluation on the Implementation of the Major Concerns 2021/22' showed that more than 70% of teachers showed that they agreed or strongly agreed that the four strategies (refer to the item 1.2 of the school development plan) are achieved (Appendix 1).   Lessons observations were conducted.   It was observed that the applications of Apps in learning and teaching could engage students in lessons.   The use of e-platforms and Apps helped the school facilitate 3-pillar mode SDL. For pre-lesson preparation, they helped the students access the learning materials easily.   During the lessons, they helped increase

student-student and teacher-student interactions in lesson.   For example, students submitted the class works in lesson and teachers could give feed back immediately.   The e-tools helped enhance learning effectiveness.   For post lesson activities, teachers could put materials and give assignments as consolidation to extend students' learning.

Reflection

In general, teachers have become more skilful in using e-tools for teaching and learning. E-tools can be applied in online teaching and face-to-face teaching.   However, it was certain that the learning effectiveness of online teaching is not satisfactory.   The role of teachers as the facilitator in learning cannot function well as compared with that of face-to-face teaching. Students need to be very disciplined in learning.   Otherwise, students would not concentrate on the online lessons and lagged behind easily.   It was observed that the use of mobile devices could help facilitate e-learning in class.   The school adopted the Bring Your Own Device (BYOD) policy in the end of April 2021.   Students could get i-Pads through joining the Community Care Fund or bringing their own devices.   As the time for the implementation of BYOD was not long, teachers were advised to observe the impact of this policy on students' learning.   To sum up, e-learning is a strategy that provides teachers to enhancing learning and teaching effectiveness.   It becomes an indispensable tool when online lessons are underway as face-to-face lessons are not allowed.

Task 2: To foster positive education

2.1   *To cultivate a positive school climate*
2.2   *To nurture and develop character strengths*

Achievements

The school has the caring culture and it is confirmed by the External School Review (ESR) Team and stated in the ESR report 2019/20 (Appendix 4).   To sustain and strengthen the caring culture, positive education is one of the school major concerns of this 3-year development plan. Twenty-four-character strengths of Positive Psychology and PERMA are the theorical frameworks for developing different strategies and plans.   At the same time, the Education Bureau stipulated the Values Education Curriculum Framework to enable students to develop positive values and attitudes.   Against this background, we developed our school-based positive values education framework to cultivate a positive school climate and nurture and develop students' character strengths.   The school-based framework is actualized through organizing different activities at three school administration structures, i.e. form levels, committees and subjects.   Their brief evaluations on school-based positive values education framework are shown in Appendix 2 and Appendix 3.   The framework helps strengthen the theoretical ground work and gives a clear direction for teachers and administration units of the school for the implementation of positive education.

Reflection

Based on the school-based framework, positive education was implemented with different themes

at different form levels.   As the strategy formulated ahead, the school continued to organize training workshop to teachers.   On 20 August 2021, Ms. Jessica Chan, the Methodist Centre for Quality Life Education, organized a workshop on 教出不怕失敗的下一代.   Another Staff Development Day was about the values education which was conducted by HKCCCC, the school sponsoring body in the first session and the Values Education Curriculum Framework in Hong Kong which was conducted by the Curriculum Development Institute and Moral, Civic and National Education Section of the EDB in the second session on 18 February 2022.   The training of the Staff Development Days helped equip our teachers to implement the positive values education of the school which echo the school-based curriculum framework.

In the midst of COVID-19, students had half day lessons and online lessons most of the time in the school year 2021/22.   Teachers grasped the limited time available to implement the activities with positive values education elements.   These activities were delivered in many ways including formal and informal curriculum.   For formal curriculum, positive values education elements were integrated into the teaching and learning contents. Learning activities and materials were designed to align with the positive values.   For informal curriculum, seminars, talks, workshops, sharing, visits, award scheme, student leaders' training and interest class were held by different committees at different form levels.   Board decoration, book display and creation of healthy class environment were also organized.

Feedback on Future Planning

It is expected that the impact of COVID-19 on school is reducing in the coming school year.   More face-to-face schooling time can be used for the implementation of plans of majors concerns.

To nurture students to be motivated learners

Teachers' Level and Subject Departments
In the coming school year, teachers can use and optimise the prepared self-directed learning materials (SDL) of these three years for future use so as to sustain students' SDL learning habits.
As a number of new teachers are employed in the school year 2022/23, it is expected that they can help develop students' self-directed learning habit and develop e-learning strategy gradually through the guidance and guidelines given by subject departments.   SDL and e-learning will continue to be the focus of lesson observation.   Subject departments are encouraged to conduct subject-based professional sharing of self-directed learning and e-learning.

School Level
The Bring Your Own Device (BYOD) policy started in April 2021.   More students have their own devices which can help facilitate e-learning. Meanwhile, the school purchased and installed facilities such as smart blackboards (in four S.1 classrooms, Computer Room (Room 110) and Visual Arts

Room), a large LED Wall in the Hall and new iPad for students and teachers to borrow. In the coming school year, teachers can use these facilities for the implementation of e-learning. Besides, the school continues to purchase some Apps to help teachers to design more interactive learning activities to sustain students' learning motivation.

The COVID-19 still exists. If class suspension happens again, teachers have already had the experience in conducting online lessons. Besides, teachers are better equipped to use e-Platforms and other e-tools to facilitate learning and teaching.

Regarding the facilities and teachers' capabilities, it is hoped that students are better equipped to be motivated learners through deepening the SDL habits and developing e-learning.

To foster positive education

Measures of positive education were planned to be implemented in the school year 2021/22. In the amid of COVID-19, lessons were sometimes implemented in online mode and sometimes they were implemented in half day schooling lesson time. Teachers paid a lot of efforts to arrange the activities in the limited available time or in online mode. Although the outcomes could not be as effective as those to be in regular whole day schooling, connections with others including the peers, the school and the community were better than the years before. Based on the experience and the connections developed, it is expected that the planned activities in the coming school year can been implemented to a large extent.

Class teacher periods will continue to be the important platform to deliver messages of positive education. The learning materials had been reviewed and were used in the lessons. In the school year 2022/23, committees will plan activities which can also help nurture and develop students' character strengths and cultivate a positive school climate. Some subjects such as Biblical Knowledge and Chinese Language also help develop positive education in school.

The development of school-based positive values education framework will continue to be implemented in the school at different form levels. It will be reviewed and updated to meet the students' needs. It is suggested that the experience of positive education implementation from other schools can be introduced. This suggestion can be put forward if worth-learning exemplars are available.

Our Students' Performance

1. Destination of S.6 Graduates

S.6 Graduates chart showing percentages for destinations (Degree, Sub-degree, Certificate/Diploma, Repeat, Overseas Study, Employment, Other) across years 19-20, 20-21, 21-22. Labelled values: Degree 54.72, Sub-degree 36.79, Certificate/Diploma 0.94, Repeat 1.89, Overseas Study 2.83, Employment 0.00, Other 2.83.
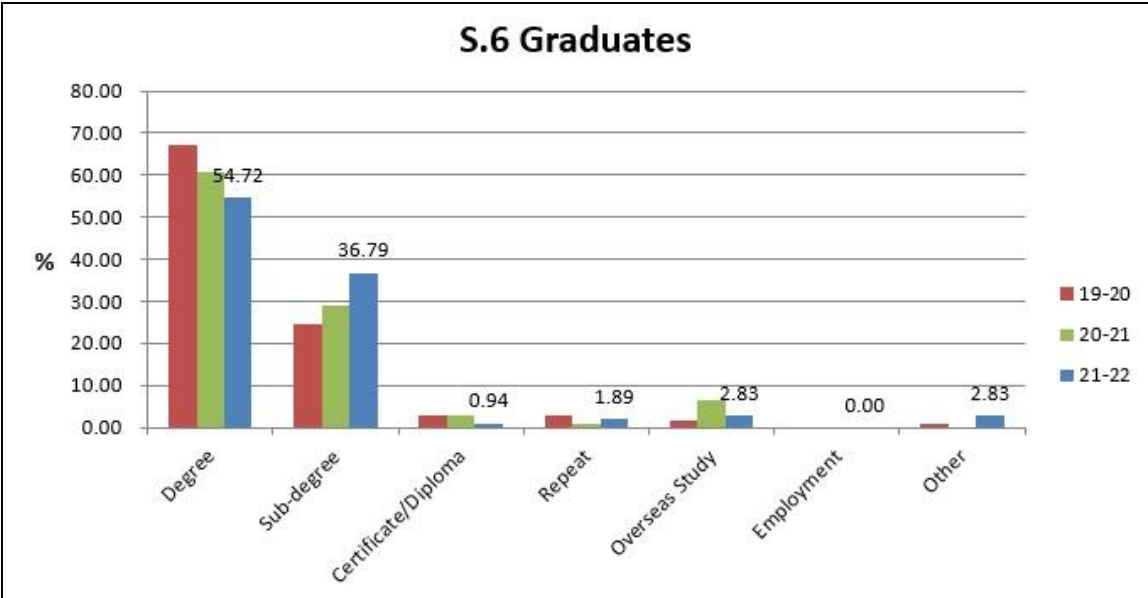
2. Students' Physical Development
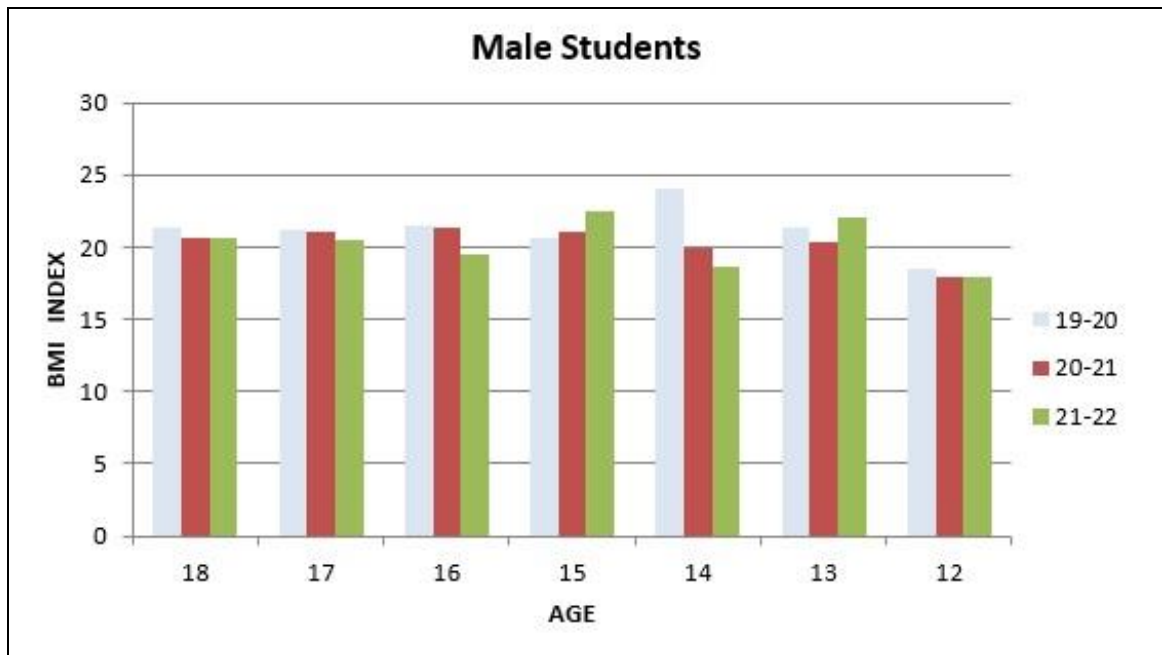
Male Students

BMI Index Average Range (Male) : 17.9-24.0
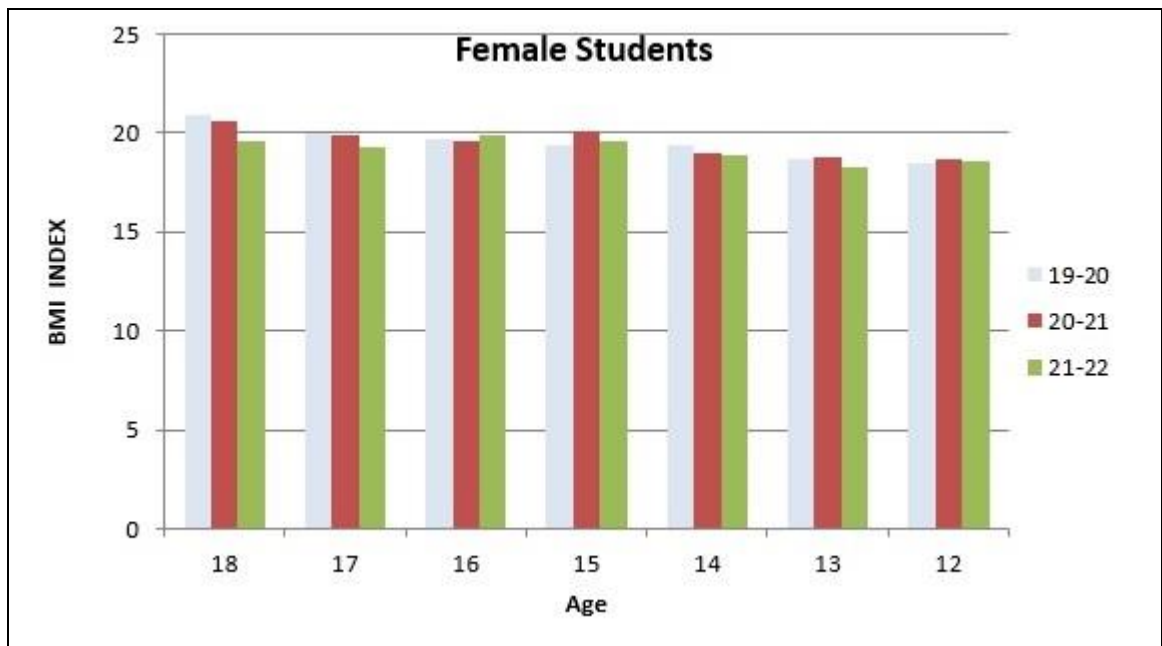
Female Students

BMI Index Average Range (Female) : 18.3-20.9

3. Reading Habits of Students

For 21/22, due to the epidemic of COVID-19 and the relocation of library, the library service is highly restricted.

3.1 Frequency of borrowing books / materials

S.1 to S.3

Frequency (%)	19/20	20/21	21/22
Weekly	0	0	0
Bi-weekly	0	0	0
Monthly	0.51	0	0
Less than once per month	65.04	50.26	59.17
Never	34.45	49.74	40.83

Except borrowing books from the School Library, all junior forms students should have to read specific books which were assigned by English teachers and borrowed from the English Department.

S.4 to S.6

	S.4			S.5			S.6		
Frequency (%)	19/20	20/21	21/22	19/20	20/21	21/22	19/20	20/21	21/22
Weekly	0	0	0	0	0	0	0	0	0
Bi-weekly	0	0	0	0	0	0	0	0	0
Monthly	0	0	0	0	0.88	0	0	0	0
Less than once per month	71.54	4.88	20.33	75.22	53.10	42.86	49.09	30.91	26.42
Never	28.46	95.12	79.67	24.78	46.02	57.14	50.91	69.09	73.58

Except borrowing books from the School Library, all senior forms students should have to read specific books which were assigned by Chinese teachers and borrowed from the Chinese Department.

3.2 Average no. of books/materials borrowed per year by a student

Stages of Learning	19/20	20/21	21/22
S.1 – S.3	1.61#	0.77#	1.46#
S.4 – S.6	1.36#	1.21#	0.98#

3.3 Total no. of times of books/materials borrowed by students

Stages of Learning	19/20	20/21	21/22
S.1 – S.3	814#	296#	564#
S.4 – S.6	1163#	420#	333#
Total	1977#	716#	897#

3.4 Total click rate of e-books by students (including eLibrary and eRead Scheme)

Stages of Learning	19/20	20/21	21/22
S.1 – S.3	1565	2739	3231
S.4 – S.6	726	779	1277
Total	2291	3518	4508

excluding e-books

4. Pre-S.1 HKAT   < Full Mark: 100>
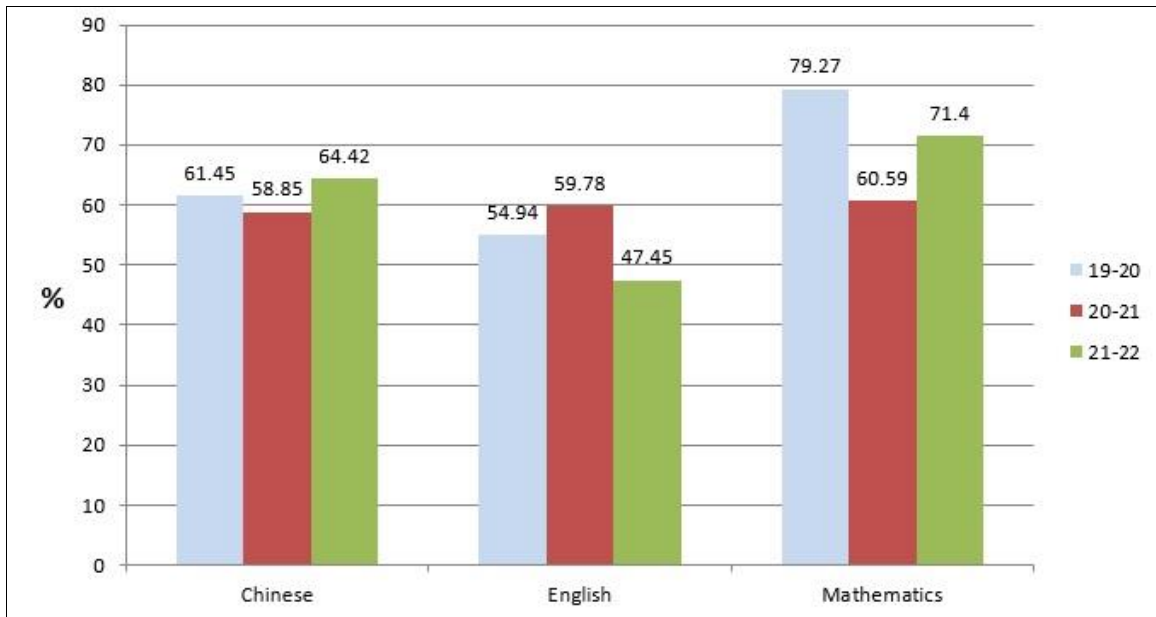
5. Profile of Students Participating in Inter-School Events & Uniform Teams
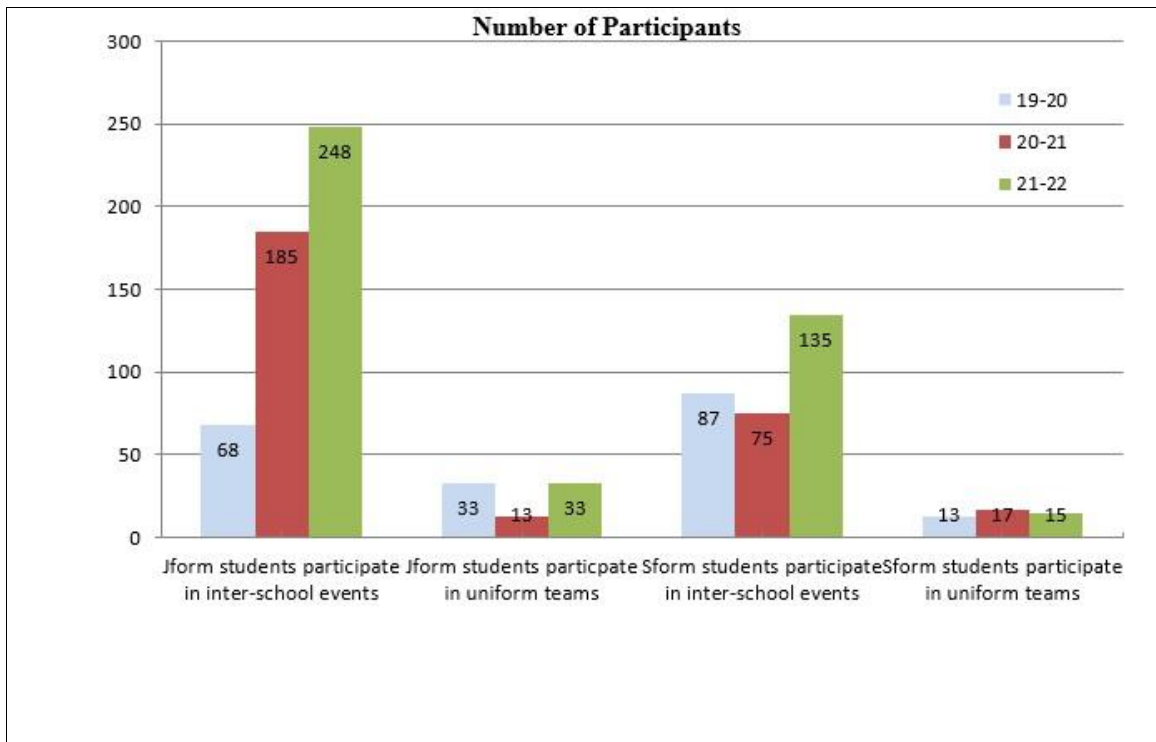
C. C. C. Mong Man Wai College
Report on Use of Capacity Enhancement Grant (2021–2022)

Area of Concern	Implementation Plan	Benefits Anticipated	Actual Expense	Success Criteria	Evaluation
Teacher assistant (Chinese)	To employ a TA to supervise detention classes, prepare teaching materials and as substitute teacher	Relieve teachers from non-teaching work so as to enhance teachers' effectiveness in teaching	$189,000.00	Most of the teachers agree that their non-teaching workloads are relieved	− The TAs took up nearly all the substitute lessons for the teachers and helped to supervise detention classes after school
Teacher assistant (English)	To employ a TA to supervise detention classes, prepare teaching materials and as substitute teacher	Relieve teachers from non-teaching work so as to enhance teachers' effectiveness in teaching	$195,045.97	Most of the teachers agree that their non-teaching workloads are relieved	− The TAs helped the teachers to organize the school activities
Teacher assistant (ECA)	Employing a TA to supervise detention classes, supervise various activities, handling administrative work and as substitute teacher	Relieve teachers from non-teaching work so as to enhance teachers' effectiveness in teaching	$201,987.10	Most of the teachers agree that their non-teaching workloads are relieved	− The TAs helped to take minutes in the meetings and do a lot of clerical work in the subject panels and committees
Teacher assistant (OLE)	To employ a TA to support the daily operation of OLE webpage, collaboration with external organizations, coaching of students' activities, monitoring whole school OLE records, implementation of specific schemes and related clerical work.	Relieve teachers from non-teaching work so as to enhance teachers' effectiveness in teaching	$98,050.00	Most of the teachers agree that their non-teaching workloads are relieved	− The TAs helped to prepare teaching materials for the subject panels − It was agreed that the above works can help to ease the workload of teachers to enhance teachers' effectiveness in teaching

Area of Concern	Implementation Plan	Benefits Anticipated	Actual Expense	Success Criteria	Evaluation
Remedial Classes	Employing tutors from outside to help the students needed to review and consolidate the basic knowledge learned	Alleviate teachers' workload on monitoring students drilling	$6750.00	Over 80% attendance in the course and good students' feedback	− 11 S6 graduates & 1 alumnus being tutors of 22 classes in total − Only one session for each class held on one Sat. morning due to the cancellation of one session caused by typhoon − The classes were well-received with very positive feedback − Objectives achieved!
			$690,833.07		

School-based After-school Learning and Support Programmes 2021/22 s.y.
School-based Grant - Programme Report

Name of School: **C.C.C. Mong Man Wai College**

Staff-in-charge: Miss Fok Pik Shan   **Contact Telephone No.:** **2727 6371**

A. The number of students (count by heads) benefitted under the Grant is **13** (including A. **1** CSSA recipients, B. **12** SFAS full-grant recipients and

     C. **0** under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students # A	B	C	Average attendance rate	Period/Date activity held	Actual expenses ($)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
中六資訊及通訊科技科課後增潤班		1		95%	29/9/2021-26/1/2022	500	**Questionnaire and teachers' Observation**		
中六化學科增潤班		2		85%	13/11/2021-18/12/2021	600	**Questionnaire and teachers' Observation**		
中六級中文科閱讀能力應試班		1		90%	1/12/2021-13/1/2022	200	**Questionnaire and teachers' Observation**		
中一級英文輔導班	1	3		95%	11/12/2021-26/3/2022	420	**Questionnaire and teachers' Observation**		
中六級英文增潤班		4		85%	7/1/2022-11/3/2022	1,160	**Questionnaire and teachers' Observation**		
中六級物理溫習班		1		90%	14/12/2021-26/1/2022	129	**Questionnaire and teachers' Observation**		
Total no. of activities:									
@No. of man-times	1	12				3,009			
**Total no. of man-times	13				**Total Expenses**				

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service,

  adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.
** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a " " against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students' motivation for learning		✓				
b) Students' study skills			✓			
c) Students' academic achievement		✓				
d) Students' learning experience outside classroom				✓		
e) Your overall view on students' learning effectiveness		✓				
Personal and Social Development						
f) Students' self-esteem		✓				
g) Students' self-management skills		✓				
h) Students' social skills				✓		
i) Students' interpersonal skills				✓		
j) Students' cooperativeness with others				✓		
k) Students' attitudes toward schooling				✓		
l) Students' outlook on life				✓		
m) Your overall view on students' personal and social development			✓			
Community Involvement						
n) Students' participation in extracurricular and voluntary activities				✓		
o) Students' sense of belonging			✓			
p) Students' understanding on the community				✓		
q) Your overall view on students' community involvement				✓		

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project (You may tick more than one box)

☐ unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant); difficult to select

☐ suitable non-eligible students to fill the discretionary quota;

☐ eligible students unwilling to join the programmes (Please specify:_____);

☐ the quality of service provided by partner/service provider not satisfactory; tutors

☐ inexperienced and student management skills unsatisfactory;

☑ the amount of administrative work leads to <u>apparent </u>increase on teachers' workload; complicated

☐ to fulfill the requirements for handling funds disbursed by EDB;

☑ the reporting requirements too complicated and time-consuming; Others (Please

specify): _____

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

Due to the constraints of the pandemic, not many activities could be carried out.
The courses could be carried out effectively when face-to-face mode of schooling was implemented.

C. C. C. Mong Man Wai College
Annual Programme Evaluation for DLG-funded Other Programmes (Gifted Education) (2021–2022)

Domain	Programme	Objective(s)	Targets (No. / level / selection)	Duration / Start Date	Deliverables	Evaluation Results	Actual Expenses
English	S.4-6 English Debate Training	提升學生英語能力，增強自信	• Around 10 S.4-6 students will be selected for the training. • Experienced private tutors will be hired for the training	Whole year	Students' and tutors' feedback and achievement in competitions	本年度沒有同學參加英文辯論隊。	$0
English	S4-6 Public Speaking Training	To raise students' interest and ability in English public speaking	• Around 10 students from S4-6 will be selected to receive the public speaking training before taking part in the English Speech Festival	Whole year	Students' and tutors' feedback and achievement in competitions	S.4: All students joined the training and participated in the competition. All of them got "merit" and one got a second place. S.5: A coach was hired to train the S.5 students whose performance was good for the English Speech Festival. S.6: All students participated in the competition and all were awarded with merit. Their performances were showcased in the morning assembly to encourage more students joining similar events.	$17,590

Chinese	S.4-6 Chinese Debate Training	通過比賽與友校切磋，提高思辯能力及辯技，加強邏輯思維	• Around 10 S.4-6 students will be selected for the training. • Experienced private tutors will be hired for the training	Whole year	Students' and tutors' feedback and achievement in competitions	1. 同學整體表現理想，全年共參加八項盃賽或友誼賽，共 18 場比賽。同學上學期能參與實體賽事，亦有中六資深隊員帶領低年級同學參加比賽，能累積臨場發揮的經驗，提升辯技。 2. 惟下學期因疫情關係，同學大多只能參加網上比賽，較影響團隊溝通，但其後能回校網上作賽，情況略有改善，依然能累積比賽經驗，學生辯技亦有提升。 3. 因中六資深隊員畢業關係，辯論隊亦加入了眾多新人，辯論經驗尚淺，故下年度會一如以往參加盃賽，亦會多加舉辦隊內賽及與其他學校舉辦友誼賽，以累積新人辯論經驗，培養新一代有辯論潛質的學生。	$20,640
Visual Arts	S.4 Drawing and Painting Workshop	1. Positive Education 2. Elite Training	• Around 11 students of S.4 VA elective will be selected by interview and artworks • An artist will be invited to teach figure drawing and painting concepts and techniques	Whole year	Exhibition of students' artworks	1. All sessions were successfully held 2. Twelve students joined 3. Attendance was over 90% 4. Most artworks were of good quality	$12,000

Visual Arts	S.5 Drawing and Painting Workshop	1. Positive Education 2. Elite Training	• Around 11 students of S.5 VA elective will be selected by interview and artworks • An artist will be invited to teach figure drawing and painting concepts and techniques	Whole year	Exhibition of students' artworks	1. All sessions were successfully held 2. Five students joined 3. Attendance was over 90% 4. Most artworks were of good quality 5. The remaining lessons were cancelled due to students' negative feedback about the tutor	$11,700
Academic Committee (Affairs)	Applied Strategic Thinking & Effective Study Skill Course	To further equip elite students with different study skills & higher-order thinking skills	• Around 30 S5 student leaders in ECA & elite students will be selected	2022-05	Participants' feedback	The course was well-received with a very high participation rate.	$9,900
Academic Committee (Affairs)	Elite Training Courses	To enrich elite students' learning experiences outside school & further equip elites with different academic knowledge & skills required in tertiary institutions	• Select elite students to attend courses organized by tertiary institutions	2022-07, 2022-08	Participants' feedback	1. No S.4 & S.6 students requested for the subsidy.; -S4 students may not show great interest in applying for the courses due to the disruption of the schedule caused by the special / 'early summer' holidays and half-day schooling. 2. Only 2 S.5 students showed interest in applying for the school subsidy. Subsidy of $2000 may be granted depending on whether the applicants could complete the courses and hand in the documents.	$0

| Academic Committee (Affairs) | Elite training for the HKAGE students in the school | To equip elite students with different higher-order thinking skills (e.g. critical thinking, problem-solving, creative thinking, etc.) | • About 20 S4-S6 students, who are the HKAGE members.
• A service supplier will be hired to provide the course on high-order thinking skills | Whole year | Evaluation by Academic Committee (Affairs) and feedback collected from participants | The event cannot be held as scheduled due to the disruption of the schedule caused by the special / 'early summer' holidays and half-day schooling. | $0 |

Total: $71,830

C.C.C. Mong Man Wai College
Report on the Use of School Executive Officer Grant 2021/22

Area of Concern	Implementation Plan	Resources Required	Success Criteria	Method of Evaluation	Person-in-charge	Evaluation	Expenditure
To employ an Executive Office (EO) to provide the administrative support to the school	• To support the operation of IMC • To assist in the executive functions of financial resources management • To supervise and manage duties of non-teaching staff	$400,050	• Smooth running of the administrative work	Feedback from the Principal and Vice-principals	LYM	• EO was able to liaise the IMC members, support the operation of IMC, work independently for the purchasing procedures of the ordered items, and manage the operation of the office.	$400,050
To employ a clerk to assist the school in administrative work	• To take minutes of the Academic Committee and Form Masters' meetings • To issue parents' letters and messages in parents' App • To stock check the materials of epidemic	$201,600	• Have appropriate stock and materials to combat the epidemic • Update parents of the school news • Smooth running of the administrative work	Feedback from Discipline Committee, the Principal and Vice Principals	LYM	• The school kept stock checking and refilling cleaning and protective materials to combat the epidemic • Parents' App and parents' letters were issued to update parents about the school news • The school was well-supported by the administration team of the office	$201,600
Total Amount		$400,050					$601,650

C.C. Mong Man Wai Collge
Report on the Use of the Promotion of Reading Grant
__2021 – 2022__ School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' engagement in reading activities)

   Due to the epidemic of COVID-19 and the relocation of library, the library service is highly restricted. eRead Scheme was subscribed to encourage students to read books, support the Reading Scheme of Chinese and English Department and the reading requirement of LAS. The books were selected by different subjects and committees, including Chines, English, Mathematics, LAS and Student Guidance Committee. The borrow rate of printed books from the library was low, but the statistic report from eRead Scheme is satisfactory. Junior forms students read more books through eRead Scheme. 24 students were awarded the good performance of using eRead Scheme.

   Ngan Ka Hing顏加興was invited as the guest speaker for the Writer's Talk, the theme is 「從閱讀到寫作」，due to the epidemic of COVID-19 and HKDSE, video was prepared by Mr. Ngan, both teachers and students show positive feedback.

2. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)

   Reading or Language across curriculum will be promoted in the next academic year. More online platforms and e-books will be subscripted, e.g. e-books from Hyread and eClass, to enrich the varieties and widen the level of books. The New Library and the use of e-resources, including eLibrary, eRead Scheme and other online resources (e.g. public libraries) would be promoted to encourage students read more books.

Part 2: Financial Report

		Item*	Actual expenses ($)
1.		Purchase of Books	**$39,498.70**
		☑ Printed books (Library Books for all subjects)	$18,139.10
		e-Books	
		☑ Books for SBA (Chinese department)	$21,359.60
2.		Web-based Reading Schemes	**$8,640.00**
		☑ e-Read Scheme	$8,640.00
		Other scheme：	
3.		Reading Activities	**$4,500.00**
		☑ Hiring writers, professional storytellers, etc. to conduct talks	$4,500.00
		Hire of service from external service providers to organise student activities related to the promotion of reading	
		Paying the application fees for activities and competitions related to the promotion of reading	
		Subsidising students for their participation in and application for reading related activities or courses	
4.		Other：	
		Total	$52,638.70
		Unspent Balance	$10,212.30

* Please tick the appropriate boxes or provide details.

C.C.C. Mong Man Wai College
2021-2022 Awards of Students

1. 2021-22 Non-academic Award List (presented in school-closing ceremony)

<u>汪彼得牧師紀念獎學金</u>
4A02　張芯瑜　　4B01　陳沛霖

<u>何苑蕙老師紀念獎學金</u>
4C32　黃鍵浠

<u>2022 年「明日之星」計劃-上游獎學金</u>
4A11　范滿森　　5A25　蕭鎮勛

<u>樂程獎學金(領導才能)</u>
5A02　顧雪盈

<u>樂程獎學金(體育才能)</u>
6A19　徐世宗

<u>梅浩求校長紀念獎學金</u>
4A02　張芯瑜　4C07　林芷珊　5A02　顧雪盈　5A09　黃雅靖　5A24　秦子睿
5B15　林浩軒　5B25　蘇展澂　5D17　李銘軒

<u>教師聯誼會獎學金（最佳進步獎）</u>
1A05　周紫祺　1B25　連梓健　1C10　王雅汶　1D10　黎芷彤
2A02　陳佩林　2B11　黃曉怡　2C30　楊天賜　2D27　潘翱天
3A05　鄺鎧盈　3B15　陳冠添　3C30　楊家希　3D06　蔡貝瀅
4A12　黃科樺　4B10　周啓陽　4C34　葉晉顯　4D28　王家榮
5A20　梁祐銘　5B07　沈詩雅　5C03　周綺汶　5D01　張巧凝

<u>校長盾－最佳表現獎</u>

中國歷史科	4B06	張淑怡	地理科	5A02	顧雪盈
英文科	5A12	陳彥銘	資訊及通訊科技科	5A20	梁祐銘
數學科	5B24	潘永樂	視覺藝術科	5C10	黃詩慧
生物科	5A30	王俊其	物理科	5A28	曾志陽
化學科	5A28	曾志陽	經濟科	5B17	林銳桓
企業、會計與財務概論科	5B17	林銳桓	中文科	5B33	曾新泰
通識教育科	5B33	曾新泰			

<u>明日領袖卓越獎</u>
3A11　尤靜婷　4A02　張芯瑜　4C07　林芷珊　5A02　顧雪盈　5D17　李銘軒

<u>2021-22 屆臣氏集團香港學生運動員獎</u>
5D17　李銘軒

<u>「創作獎勵計劃 2021/22」（第一期）</u>
散文隨筆組亞軍
4B05　廖謙瑜

<u>第 74 屆香港學校音樂節</u>
古箏獨奏中級組季軍
2D10　黃清榆

女聲獨唱(外語)16 歲或以下組別亞軍
5A01　陳亦敏

學業成績獎

左欄

班別	姓名	獎項
1B04	郭芷尉	聖經科　聖經科　全班第一名
1B12	施姈	視覺藝術科　綜合科學科　生物科
1C02	朱曉琳	聖經科　生活與社會科　化學科
1C10	王雅汶	體育科　數學科　英文科
1C30	楊明謙	音樂科　品學兼優獎　品學兼優獎
1D12	曾梓桐	家政科
1D27	莫耀聰	體育科
1D01	歐陽卓瑤	全班第一名
		品學兼優獎
1A07	何寶如	家政科
		普通話科
1B31	黃梓齊	全級第三名
		全班第一名
		品學兼優獎
1C24	廖略登	全級第二名
		全班第一名
		普通電腦科
		英文科
		綜合科學科
		數學科
		品學兼優獎
1A24	胡昌楷	全級第一名
		全班第一名
		中國歷史科
		中文科
		地理科
		歷史科
		家政科
		生活與社會科
		品學兼優獎
2A06	林美姿	視覺藝術科
2B06	梁燁寧	英文科
2B08	羅穎鍂	地理科
2B12	薛靜詩	中文科
2B32	周煒康	家政科
2C06	黎思妤	家政科
2D01	陳梓嘉	體育科
2D07	施惠瑄	家政科
2D08	鄧沛汶	體育科
2D14	陳子銘	中國歷史科
2D15	陳灼霖	音樂科
2D24	劉仲哲	全班第一名
		品學兼優獎
2B17	張俊傑	全班第一名
		普通話科
		品學兼優獎
2A32	袁澤培	全級第三名
		普通電腦科
		體育科
2A09	潘玥	全級第二名
		全班第一名
		歷史科
		品學兼優獎
2C16	江政然	全級第一名
		全班第一名

中欄

班別	姓名	獎項
3A02	程思淇	體育科
3A14	陳曉翔	英文科
3B02	鄭嘉芷	體藝獎(家政)
3B04	蔡沅伶	中文科
3B06	劉希桐	家政科
3B15	陳冠添	體育科
3B30	楊稀懷	普通電腦科
3C12	吳慈恩	聖經科
3D03	陳慧姍	普通話科
3D04	陳咏詩	視覺藝術科
3D13	張曉晴	音樂科
3D27	文峻謙	全班第一名
		地理科
		體育科
		品學兼優獎
3A11	尤靜婷	全級第三名
		全班第一名
		品學兼優獎
3C23	馬梓諾	全級第二名
		全班第一名
		商業導論
		品學兼優獎
3B27	曾俊誠	全級第一名
		全班第一名
		中國歷史科
		歷史科
		綜合科學科
		數學科
		品學兼優獎
4A10	鄭寶熙	物理科
4A15	賴元鏘	數學單元二
4A18	吳仲言	體育科
4B06	張淑怡	中國歷史科
4B07	陳延鑫	數學科
4B14	洪家燊	中文科
4C05	鍾祉穎	體育科
4C12	李樂兒	體育科
4D05	黃鳳婷	視覺藝術科
		體藝獎(視覺藝術科)
4D31	趙睿祺	全班第一名
		品學兼優獎
4D11	彭泳錡	地理科
		歷史科
4A11	范滿森	全級第三名
		全班第一名
		聖經科
		公民及社會發展科
		資訊及通訊科技科
		品學兼優獎
4B05	廖謙瑜	全級第二名

右欄

班別	姓名	獎項
4C32	黃鍵浠	全級第一名
		全班第一名
		企業、會計與財務概論科
		經濟科
		數學單元一
		品學兼優獎
5A01	陳亦敏	體藝獎(音樂科)
5A12	陳彥銘	英文科
5A20	梁祐銘	資訊及通訊科技
5B01	陳海橋	體藝獎(體育)
5B04	林希苗	體育科
5B31	許宗迅	體育科
5D09	鄧明眷	歷史科
5D10	鄧惠心	中國歷史科
5D17	李銘軒	體藝獎(體育)
5D04	劉曉呈	全班第一名
		品學兼優獎
5B33	曾新泰	中文科
		通識教育科
5B17	林銳恒	全班第一名
		經濟科
		品學兼優獎
5C10	黃詩慧	全班第一名
		視覺藝術科
		品學兼優獎
5B24	潘永樂	企業、會計與財務概論科
		數學科
		數學單元一
5A02	顧雪盈	全級第三名
		地理科
5A30	王俊其	全級第二名
		聖經科
		生物科
5A28	曾志陽	全級第一名
		全班第一名

2. 2021 - 2022 Sir Edward Youde Memorial Prizes for Senior Secondary School Students
2021–2022 尤德爵士紀念基金高中學生獎

6A Chan Shu Ming 陳舒明   6B Kwok Hoi Ying 郭凱盈

Elsie Tu Education Fund Improvement Award 2021
2021 第六屆全港青少年進步獎

4B Wong Man Hoi 黃文凱   4C Pang Wing Tung 彭穎彤
5B Chan Yung Tat Nelson 陳勇達

3. 73ʳᵈ Inter-school Speech Festival (Chinese) Award List

	班別學號/學生姓名	參選項目	獎項
香港學校音樂及朗誦協會	1C02 朱曉琳	詩詞獨誦——粵語	優異
香港學校音樂及朗誦協會	1C03 何昕怡	詩詞獨誦——粵語	良好
香港學校音樂及朗誦協會	1C04 何詠姿	詩詞獨誦——粵語	良好
香港學校音樂及朗誦協會	1C05 林芷澄	詩詞獨誦——粵語	優異
香港學校音樂及朗誦協會	1C09 彭蕊	詩詞獨誦——粵語	優異
香港學校音樂及朗誦協會	1D06 郭芷晴	詩詞獨誦——粵語	優異
香港學校音樂及朗誦協會	1D07 關卓琳	詩詞獨誦——粵語	優異
香港學校音樂及朗誦協會	2A07 吳倩怡	詩詞獨誦——粵語	良好
香港學校音樂及朗誦協會	2B12 薛靜詩	詩詞獨誦——粵語 散文獨誦——粵語	良好 良好
香港學校音樂及朗誦協會	2C24 謝振曦	散文獨誦——粵語	優異
香港學校音樂及朗誦協會	2D05 林裕恩	詩詞獨誦——粵語	良好
香港學校音樂及朗誦協會	2D17 周柏宇	詩詞獨誦——粵語	良好
香港學校音樂及朗誦協會	3A08 謝慧琳	二人朗誦——粵語	冠軍
香港學校音樂及朗誦協會	3A22 林家銘	二人朗誦——粵語	冠軍
香港學校音樂及朗誦協會	3B13 蔣烯怡	詩詞獨誦——粵語	優異
香港學校音樂及朗誦協會	3C20 江珈希	二人朗誦——粵語	亞軍
香港學校音樂及朗誦協會	3D09 羅家熙	二人朗誦——粵語	優異
香港學校音樂及朗誦協會	3D10 黃玉兒	詩詞獨誦——粵語	優異
香港學校音樂及朗誦協會	3D12 姚詩鎣	二人朗誦——粵語	冠軍
香港學校音樂及朗誦協會	3D13 張曉晴	二人朗誦——粵語	優異
香港學校音樂及朗誦協會	5A21 李健朗	散文獨誦——粵語	優異
香港學校音樂及朗誦協會	5C02 陳若稀	散文獨誦——粵語	優異
香港學校音樂及朗誦協會	6B04 郭芷桐	二人朗誦——粵語	季軍
香港學校音樂及朗誦協會	6B07 梁希妍	二人朗誦——粵語	季軍

4. 73rd Inter-school Speech Festival (English) Award List

Organizations	Students	Category	Awards
Hong Kong Schools Music and Speech Association	(5A24) Qin Tsz Yui	Solo Verse Speaking	3rd
Hong Kong Schools Music and Speech Association	(4C07) Lam Tsz Shan	Public Speaking Solo	3rd
Hong Kong Schools Music and Speech Association	(4D02) Chung Pui Tung	Public Speaking Solo	2nd
Hong Kong Schools Music and Speech Association	(3C20) Kong Ka Hei (3A22) Lam Ka Ming	Dramatic Duologue	2nd
Hong Kong Schools Music and Speech Association	(6C04) Mak Cheuk Yu (6A08) Tse Suet Ying	Dramatic Duologue	3rd
Hong Kong Schools Music and Speech Association	(2B06) Leung Ip Ning	Solo Verse Speaking	Merit
Hong Kong Schools Music and Speech Association	(2C02) Cheng Hei Laam	Solo Verse Speaking	Merit
Hong Kong Schools Music and Speech Association	(2B12) Xue Ching Sze	Solo Verse Speaking	Merit
Hong Kong Schools Music and Speech Association	(2A05) Ho Si Yu	Solo Verse Speaking	Merit
Hong Kong Schools Music and Speech Association	(2A08) Pang Wing Yi	Solo Verse Speaking	Merit
Hong Kong Schools Music and Speech Association	(4B03) Chiu Ka Man	Solo Verse Speaking	Merit
Hong Kong Schools Music and Speech Association	(5B10) Yau Shuk Yu	Solo Verse Speaking	Merit
Hong Kong Schools Music and Speech Association	(5A02) Ku Suet Ying	Solo Verse Speaking	Merit
Hong Kong Schools Music and Speech Association	(5A01) Chen Yik Man	Solo Verse Speaking	Merit
Hong Kong Schools Music and Speech Association	(6A02) Chan Yuen Yu	Solo Verse Speaking	Merit
Hong Kong Schools Music and Speech Association	(1D24) Leung Cheuk Hin	Solo Verse Speaking	Merit
Hong Kong Schools Music and Speech Association	(1D30) Tsang Tsz Hin	Solo Verse Speaking	Merit
Hong Kong Schools Music and Speech Association	(1D19) Fong Man Hei	Solo Verse Speaking	Merit
Hong Kong Schools Music and Speech Association	(3D22) Lam Wai Fung	Solo Verse Speaking	Merit
Hong Kong Schools Music and Speech Association	(4B05) Liu Him Yu	Public Speaking Solo	Merit
Hong Kong Schools Music and Speech Association	(4C10) Lee Wai Sze	Public Speaking Solo	Merit
Hong Kong Schools Music and Speech Association	(3B06) Lau Hei Tung	Public Speaking Solo	Merit

Organizations	Students	Category	Awards
Hong Kong Schools Music and Speech Association	**(5B17) Lam Yui Hang**	**Public Speaking Solo**	**Merit**
Hong Kong Schools Music and Speech Association	**(6A31) Wong Chun Ngai**	**Public Speaking Solo**	**Merit**
Hong Kong Schools Music and Speech Association	**(6A21) Kwok Hei Yin**	**Public Speaking Solo**	**Merit**
Hong Kong Schools Music and Speech Association	**(5D11) Lo Lok Yi**	**Public Speaking Solo**	**Merit**
Hong Kong Schools Music and Speech Association	**(6A24) Lau Cheuk Yuen**	**Public Speaking Solo**	**Merit**
Hong Kong Schools Music and Speech Association	**(3A11) Yau Ching Ting (3B06) Lau Hei Tung**	**Dramatic Duologue**	**Merit**

5. Biology

Competitions	Organisations	Winners	Awards
Organic Ambassadors Training Programme 2021-2022	HKBU	3B02 CHENG KA TSZ	Gold Medal
Organic Ambassadors Training Programme 2021-2022	HKBU	3B06 Lau Hei Tung	Bronze Medal

6. Chemistry

Results of Chemist Online (HKUST x Virtual University)
Summary of this year (updated on 2 July):

Class	Award Distribution
S4 & 5 Chem	Diamond: 2 Platinum: 1

7. Chinese

活動/比賽名稱	主辦機構	參賽學生	組別/項目	所獲獎項
2019 孔聖盃全港孔教儒家硬筆書法比賽	孔教學院及香港孔教總會	5A05 李曉琳	高中組(硬筆)	優異獎
2021兒童事務委員會「細聽聲音」故事創作比賽	兒童事務委員會	4B05 廖謙瑜	初中組	優異獎
2021 新地會「愛家常樂」大行動	新鴻基地產	4B05 廖謙瑜	初中組	優異獎
2022/21 小作家培訓計劃	明報	4B05 廖謙瑜	培訓班及流動教室（初中組）	優異寫作獎
2022/21 小作家培訓計劃	明報	4B05 廖謙瑜	初中組	最佳表現獎
2022/21 小作家培訓計劃	明報	4B05 廖謙瑜	初中組	全年大獎-亞軍
「仁者愛人」——第三屆粵港澳大灣區生命教育徵文比賽	香港教育大學	5D06李宛幀	高中組	一等獎

活動/比賽名稱	主辦機構	參賽學生	組別/項目	所獲獎項
「仁者愛人」——第三屆粵港澳大灣區生命教育徵文比賽	香港教育大學	5D10鄧惠心	高中組	優秀作品獎
香港教育城-創意天地-徵文比賽	香港教育城	4B05 廖謙瑜	第一期：[散文/隨筆]組	亞軍
「學生作家徵文比賽」（2021/22學年）	香港中華文化發展聯合會	2B29 辛皓正	初中組	優異獎
「學生作家徵文比賽」（2021/22學年）	香港中華文化發展聯合會	2B07 連雪詠	初中組	優異獎
「學生作家徵文比賽」（2021/22學年）	香港中華文化發展聯合會	3A02 程思淇	初中組	優異獎
「學生作家徵文比賽」（2021/22學年）	香港中華文化發展聯合會	3A11 尤靜婷	初中組	優異獎
「學生作家徵文比賽」（2021/22學年）	香港中華文化發展聯合會	3A13 鍾宛芳	初中組	優異獎
「學生作家徵文比賽」（2021/22學年）	香港中華文化發展聯合會	中華基督教會蒙民偉書院	中學組	最積極參與學校大獎
觀塘區公益少年團中文硬筆書法比賽	觀塘區公益少年團	2D07施惠瑄	初中組	冠軍
觀塘區公益少年團中文硬筆書法比賽	觀塘區公益少年團	4A12黃科樺	高中組	季軍
觀塘區公益少年團中文硬筆書法比賽	觀塘區公益少年團	4D07劉堃婷	高中組	優異獎
第一屆全港中英文硬筆書法比賽	香港硬筆書法家協會	2D09王慧儀	中學組	初中組優異獎
第二十四屆全港中小學普通話演講比賽 2022	新市鎮文化教育協會	2B12薛靜詩	初中組	良好

8. Chinese Debating Team

活動/比賽名稱	主辦機構	參賽學生	所獲獎項
第二十屆《基本法》多面體——全港中學生辯論賽(基本法盃) 粵語外圍賽	香港基本法推介聯席會議	6B32 姚浩然	最佳辯論員
第八屆觀塘區聯校辯論盃賽初賽	觀塘傑出學生協會	6B32 姚浩然	最佳辯論員

9. Information and Communications Technology

活動/比賽名稱	主辦機構	參賽學生	組別/項目	所獲獎項
Hong Kong Olympiad in Informatics 2021/22	EDB & HKACE	3B18　Chick Wing Chung	Junior Group	First Round
Hong Kong Olympiad in Informatics 2021/22	EDB & HKACE	4A01　Chen Tsz Yan	Junior Group	First Round
Hong Kong Olympiad in Informatics 2021/22	EDB & HKACE	4A10　Cheng Po Hei	Junior Group	First Round
Hong Kong Olympiad in Informatics 2021/22	EDB & HKACE	4A18　Ng Chung Yin	Junior Group	First Round
Hong Kong Olympiad in Informatics 2021/22	EDB & HKACE	4A21　Tan Wai Tung	Junior Group	Finalist

活動/比賽名稱	主辦機構	參賽學生		組別/項目	所獲獎項
Hong Kong Olympiad in Informatics 2021/22	EDB & HKACE	5A11	Chan Yin Chak	Junior Group	First Round
Hong Kong Olympiad in Informatics 2021/22	EDB & HKACE	5A20	Leung Yau Ming	Junior Group	First Round
Ampower Talent Institute Career Planning App (POC) Design Competition	Ampower Talent Institute & OGCIO	5A15	Ho Sing Yau	Social Media Marketing Competition	2nd Runner up
Ampower Talent Institute Career Planning App (POC) Design Competition	Ampower Talent Institute & OGCIO	5A22	Lo Chun Kwan	Social Media Marketing Competition	2nd Runner up
Ampower Talent Institute Career Planning App (POC) Design Competition	Ampower Talent Institute & OGCIO	5A31	Yu Cheuk Chun	Social Media Marketing Competition	2nd Runner up
2021 Hong Kong Inter-School Flight Simulator Challenge	IUASA	5A18	Lee Wing Yeung	Best handling School Team Competition	1st runner up.
2021 Hong Kong Inter-School Flight Simulator Challenge	IUASA	5A20	Leung Yau Ming	Best handling School Team Competition	1st runner up.
2021 Hong Kong Inter-School Flight Simulator Challenge	IUASA	5A21	Li Kin Long	Best handling School Team Competition	1st runner up
Interschool Minecraft e-Sport Champions League	Microsoft Education HK	2B14	Chan Coffee	/	First Round
Interschool Minecraft e-Sport Champions League	Microsoft Education HK	2B19	Chow Chun Ki	/	First Round
Interschool Minecraft e-Sport Champions League	Microsoft Education HK	2B24	Lam Yin	/	First Round
Interschool Minecraft e-Sport Champions League	Microsoft Education HK	2B31	Yan Tsz Hin	/	First Round
Interschool Minecraft e-Sport Champions League	Microsoft Education HK	3A11	Yau Ching Ting	/	Finalist
Interschool Minecraft e-Sport Champions League	Microsoft Education HK	3A25	Mok Hoi Yat Titus	/	Finalist
Interschool Minecraft e-Sport Champions League	Microsoft Education HK	3C24	Ng Chun Yin	/	Finalist
Interschool Minecraft e-Sport Champions League	Microsoft Education HK	3C31	Leung Yu Hin	/	Finalist
Interschool Minecraft e-Sport Champions League	Microsoft Education HK	3D03	Chan Wai Shan	/	First Round
Interschool Minecraft e-Sport Champions League	Microsoft Education HK	3D18	Cheung Pak Shing	/	Finalist
Interschool Minecraft e-Sport Champions League	Microsoft Education HK	3D26	Li Chun Wa Jackie	/	Finalist
Interschool Minecraft e-Sport Champions League	Microsoft Education HK	3D29	Ng Tsz Ho	/	Finalist
2022 RoboMaster Youth Tournament (Hong Kong)	Ask Idea HK Limited	4A01	Chen Tsz Yan	/	First Round
2022 RoboMaster Youth Tournament (Hong Kong)	Ask Idea HK Limited	4A08	Cao Ka Long	/	First Round
2022 RoboMaster Youth Tournament (Hong Kong)	Ask Idea HK Limited	4A11	Fan Mun Sum	/	First Round
2022 RoboMaster Youth Tournament (Hong Kong)	Ask Idea HK Limited	4A12	Huang For Wa	/	First Round
2022 RoboMaster Youth Tournament (Hong Kong)	Ask Idea HK Limited	4A18	Ng Chung Yin	/	First Round
2022 RoboMaster Youth Tournament (Hong Kong)	Ask Idea HK Limited	4A21	Tan Wai Tung	/	First Round
2022 RoboMaster Youth Tournament (Hong Kong)	Ask Idea HK Limited	4A22	Wong Kam Yiu	/	First Round
2022 RoboMaster Youth Tournament (Hong Kong)	Ask Idea HK Limited	4A23	Xie Junhong	/	First Round

10. Integrated Science

Competitions	Organisations	Winners	Awards
Online Science Reading Award	HKMU	Fan Ming Yan	Gold Award
Online Science Reading Award	HKMU	Ching Sze Ki	Gold Award
Online Science Reading Award	HKMU	Chan Hoi Ting	Gold Award
Online Science Reading Award	HKMU	Tsang Chun Shing	Gold Award
Online Science Reading Award	HKMU	Cheung Pak Shing	Gold Award

11. Music

活動/比賽名稱	主辦機構	參賽學生	組別/項目	所獲獎項
第 74 屆香港學校音樂節 2022	香港學校音樂及朗誦協會	5A 陳亦敏	女聲獨唱(外文)	亞　軍
第 74 屆香港學校音樂節 2022	香港學校音樂及朗誦協會	2D 黃清榆	箏獨奏–中級	季　軍
第 74 屆香港學校音樂節 2022	香港學校音樂及朗誦協會	1A 區綺晴	箏獨奏–初級	銀　獎
第 74 屆香港學校音樂節 2022	香港學校音樂及朗誦協會	1D 李穎瑤	箏獨奏–中級	銀　獎
第 74 屆香港學校音樂節 2022	香港學校音樂及朗誦協會	4B 黃焯庭	鋼琴獨奏–六級	銀　獎
第 74 屆香港學校音樂節 2022	香港學校音樂及朗誦協會	5A 陳亦敏	鋼琴獨奏–八級	銅　獎
第 74 屆香港學校音樂節 2022	香港學校音樂及朗誦協會	5A 陳亦敏	女聲獨唱(中文)	銅　獎
音樂薈萃·學校創藝作品 2022	教育局及香港作曲家聯會	1C 何詠姿	中學精英組	傑出創意獎
音樂薈萃·學校創藝作品 2022	教育局及香港作曲家聯會	2C 曾樂情	中學精英組	傑出創意獎
音樂薈萃·學校創藝作品 2022	教育局及香港作曲家聯會	4A 范滿森	中學精英組	傑出創意獎
音樂薈萃·學校創藝作品 2022	教育局及香港作曲家聯會	3B 蔡泳芝	中學精英組	傑出創意獎
音樂薈萃·學校創藝作品 2022	教育局及香港作曲家聯會	3C 關子瑩	中學精英組	傑出創意獎
音樂薈萃·學校創藝作品 2022	教育局及香港作曲家聯會	3C 鄭仲然	中學精英組	傑出創意獎
音樂薈萃·學校創藝作品 2022	教育局及香港作曲家聯會	4A 賴元鏘	中學精英組	傑出創意獎
音樂薈萃·學校創藝作品 2022	教育局及香港作曲家聯會	4C 黃穎楠	中學精英組	傑出創意獎

12. Visual Arts

Competitions	Organisations	Winners	Groups	Awards
Kowloon City Community Wisdom Map Design Competition 全港中學生畫說.龍城—社區智慧地圖創作比賽 (Four S.3, twelve S.4 and one S.6 students joined)	Kowloon City in Transformation —— Kowloon City Themed Walking Trail 躍變·龍城——九龍城主題步行徑	4D05 Huang Fung Ting 黃鳳婷	----	First Runner-up 亞軍
		4D03 Deng Hau Ming 鄧巧明		Second Runner-up 季軍
		4A05 Sum Wing Lam 岑詠霖 4A06 Tse Wan Ki 謝韻琪 4D14 Wu Lok Yiu 胡樂瑤 6D16 Chan Kwong Hoi 陳廣海		Merit Awards 優異獎
Kwun Tong District Animal Care Photo Contest 2021 2021 觀塘區愛護動物攝影比賽 (Three S.3 and eight S.4 students joined)	Kwun Tong Police District, District Fight Crime Committee (Kwun Tong District) 觀塘警區，觀塘區撲滅罪行委員會	4B01 Chan Pui Lam 陳沛霖	Secondary School Section 中學組	Champion 冠軍
		4D05 Huang Fung Ting 黃鳳婷 4C15 Tai Cheuk Ying 戴綽楹		Merit Awards 優異獎
		4A02 Cheung Sum Yu Rebekah 張芯瑜 4D03 Deng Hau Ming		Finalists 入圍

Competition	Organiser	Student	Category	Result
		鄧巧明 4D14 Wu Lok Yiu 胡樂瑤		
The 23rd Jewellery Design Competition 第 23 屆香港珠寶設計比賽 (Twelve S.4 students joined)	Hong Kong Trade Development Council 香港貿易發展局	4A04 Ngai Hin Yi Angel 倪憲怡 4C15 Tai Cheuk Ying 戴綽楹 4C20 Zhen Ngai Ki 甄雅淇 4D20 Lai Tsz Sum 賴子琛	Student Group 學生組	Finalists 入圍
Fire Safety Tote Bag Design Competition 防火安全環保袋創作比賽 (One S.1, two S.2 and five S.4 students joined)	District Fire Safety Committee (Kwun Tong District) 觀塘區防火委員會	4D05 Huang Fung Ting 黃鳳婷	Senior Secondary Group 高中組	Champion 冠軍
		4C20 Zhen Ngai Ki 甄雅淇		First Runner-up 亞軍
		4A05 Sum Wing Lam 岑詠霖		Second Runner-up 季軍
		4C10 Lee Wai Sze 李慧思		Merit Award 優異獎
The Wharf Hong Kong Secondary School Art Competition 2021-22 2021-22 九龍倉全港中學生繪畫比賽	The Wharf HK 九龍倉	5C10 Wong Sze Wai 黃詩慧	Painting Category 繪畫組	Merit & "Space >>Place" Special Award 優異獎—「空間」>>「地方」特別獎
MY STAGE - Inter-School Fashion Design Competition 2021-2022 全港中學生時裝設計比賽	Hong Kong New Generation Association, Goodmorning CLASS 中港新世代協進會	4D05 Huang Fung Ting 黃鳳婷	----	Entered the Top Ten Designs. 入選十強，覆審階段 (The final result will be released on Aug 19, 2022.)
Grantham Visual Arts Awards 2021-22 葛量洪視覺藝術獎 2021-22	Hong Kong Society for Education in Art 香港美術教育協會	3D04 Chan Wing Sze 陳咏詩	Junior Secondary Group 初中組	Successfully enter the 2nd round. (The final result will be released in Oct, 2022.) 入選覆審階段
MTR x Dinosaur Adventure Art Competition 2022 港鐵載遇恐龍創意繪畫比賽 2022	Hong Kong Science Museum 香港科學館	4D03 Deng Hau Ming 鄧巧明	Digital Painting, Senior Secondary 高中數位繪圖組	Merit Award 優異獎 (The awarding ceremony will be held on Aug 10, 2022.)

Others

Life-wide Learning Grant, 2021-22 Report has been uploaded to the school website.

C.C.C. Mong Man Wai College
Evaluation on the Implementation of the Major Concerns 2021-2022

1. To nurture students to be motivated learners

1.1 To sustain self-directed learning habits

	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Average
1	Consolidating the 3-pillar mode of self-directed learning (SDL)	4%	59%	33%	4%	0%	3.6
2	Increasing the number of lessons/topics using the 3-pillar mode	6%	51%	39%	4%	0%	3.6
3	Using the 3-pillar mode in all junior forms to establish the SDL habit	6%	57%	35%	2%	0%	3.7
4	Encouraging using SDL in senior forms	4%	65%	24%	6%	0%	3.7
5	Arranging more varieties of after-lesson follow-up activities	10%	45%	39%	6%	0%	3.6

1.2 To develop e-learning to enhance learning effectiveness

	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Average
1	Setting up a task group to facilitate e-learning and e-teaching	12%	61%	20%	6%	0%	3.8
2	Organizing training and sharing sessions on the use of tablet computer in learning and teaching	24%	61%	12%	2%	0%	4.1
3	Designing e-learning and e-teaching materials	16%	59%	22%	2%	0%	3.9
4	Using mobile devices (e.g. tablets) for learning and teaching in lessons	14%	69%	14%	2%	0%	4.0
5	Exploring different e-learning platforms	18%	59%	20%	2%	0%	3.9

2. **To foster positive education**

2.1 To cultivate a positive school climate

	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Average
1	Organizing workshops for teachers on promoting positive values	10%	51%	35%	4%	0%	3.7
2	Conducting morning sharing by teachers and students on positive attitude on the theme	8%	61%	22%	8%	0%	3.7
3	Coordinating different school departments or committees to run activities and programs in theme week(s)	8%	41%	39%	10%	2%	3.4

2.2 To nurture and develop character strengths

	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Average
1	Organizing class teacher trainings on conducting lessons of building up students' character strengths	8%	51%	37%	4%	0%	3.6
2	Running training camps and training programs for student leaders to develop their character strengths	8%	37%	49%	4%	2%	3.4
3	Providing opportunities for students to nourish and stretch their strengths and potential in their school, family and community	10%	51%	35%	2%	2%	3.7

*Average (strongly agree = 5, agree = 4, neutral = 3, disagree = 2, strongly disagree = 1)

Total response: 49

An Overview of Self-directed Learning. e-Learning and Values / Positive Education

Measures of Subject Panel 2021-22 (Source: Programme Plan)

Biblical Knowledge

Self-directed Learning

- 中一至中六及課業政策皆要求同學透過與同學合作、資料搜集、以創意及運用本科知識完成，讓同學自主學習，培養搜集資料及研習課題的能力、演示及報告技巧，主動學習及與人合作的精神 。
- 學生在專題研習的預備或做作業期間，能體現主動學習及與人合作的精神。

eLearning

- 在每一級別需要至少有一個課堂，讓學生用電子設備，以增強學生的學習效能，並保留有關課堂的記錄（中六除外）。每級皆曾經應用電子學習在課堂中，並保留有關課堂的記錄, 老師已逐漸習慣應用。

Values Education / Positive Education

- 正向教育已經融入了每一級的課程大綱內，藉著課堂將正向教育的訊息帶出。個別級別亦已經在設計工作紙時加入正向教育的元素。學生能在課堂中潛而默化地以正向教育的想法分析事情。
- 聖經科不同的級別在課堂中帶出正向教育的的價值觀。以中三為例，以欣賞生命帶出正向教育的品格強項：對美麗的欣賞，不但讓學生欣賞上帝美麗的創造，更引導學習欣賞自己獨特之處，以感恩的心生活。中四以消除歧視的課題教育學生正向教育的價值觀：公平。通過香港的生活例子，以聖經作為基礎，教育學生公平的概念。配合正向教育的精神，教導學生不偏不倚、公平和公正的原則，不可對別人作出有偏差的判斷，並給予每個人平等的機會，正是聖經中耶穌基督對不同種族的尊重和關愛的精神。

Biology

Self-directed Learning

- All students could learn proactively and show peer learning in designing experiments and different activities; Division of labour was shown during experiments.
- All students could finish the pre-Leeson tasks.
- All students could finish the follow-up exercises.
- At least one new topic was added using the 3-pillar mode for S.4 to S.5 this year.
- SDL during lessons were completed (AT LEAST one time in each semester) for S.4 to S.5.
- Peer lesson observations on SDL together with e-learning was completed on 24/11/2021 and 20/6/2022. With the using of SDL, more time could be saved for different activities and teaching and learning would be more interactive.

eLearning

- A task group was established to promote e-learning. Valuable ideas in e-learning were shared among different departments.
- Each panel member has attended AT LEAST one seminar related to e-learning offered by EDB.
- One hands-on lesson was arranged for S.4 and S.5 respectively.
- Sharing sessions on e-learning were successfully held and most of the teachers found that the information was useful.
- E-learning materials e.g. videos demonstrating experiments and reading materials provided by the publisher were used to enhance e-learning.
- One focus lesson observation on e-learning was completed by each panel member; Valuable feedback is given afterwards.

Values Education / Positive Education

- Students learnt the technique in sampling and data processing during the field trip; they also learnt how to identify common microorganisms in water; Students could also learn the importance of protecting the natural environment.

Business, Accounting and Financial Studies

Self-directed Learning

- 6 hours are spent on 'Time value of Money" in S.6 curriculum. Students have to watch video before lesson, do exercise in lesson, and home assignments as follow up.

eLearning

- S.6 Class Exercise is done on iPad such that answer and explanation are shown after completing each question.

Values Education / Positive Education

- One lesson is spent on ethics on professional accounting in S.6

Chemistry

Self-directed Learning

Implementation of SDL lessons

- Inclusion of pre-lab materials (video + exercise)
- Assessment of pre-lab work
- Operations with assessments
- Follow-up assignments
- With an AC SDL checklist
- Sharing in panel meetings

eLearning

Implementation of e-learning

- 1 lesson per teacher
- Uses of iPads (students)
- sharing in panel meetings
- WWC: Organic Chemistry
- CCP: Organic Chemistry
- YKH: Organic Chemistry

Values Education / Positive Education

S5 CityU Chemistry: Chemicals in the Environments   (Life skills)

Chinese History

Self-directed Learning

- 設立中國歷史科獎勵計劃，以增加學生學習動機，按其興趣學習。
- 初中繼續訓練學生撰寫及整理筆記的習慣。

eLearning

- 置放於 E-CLASS 練習及教材另上載於 GOOGLE CLASSROOM 供學生下載。
- 初中任教同事多使用 NEARPOD 授課。

Values Education / Positive Education

- 中三的教授課題，包括「抗日戰爭」、「國共合作」、「社會主義建設」等課題，並向學生教授「香港回歸」及「認識基本法」。把有關課題納入本年度的考試範圍。佔考卷分數不少於 30%。
- 認識一帶一路 (早會)。拓闊學生對國情認識的渠道。
- 融入認識基本法教育/國民教育元素於學科中。
- 中一級/中二級/中三級/全校：基本法問答比賽、標語創作比賽、壁報展覽。
- 本年度教學過程中加入「正向培育中的品格元素」。
- 安排課堂講授或全方位學習活動，加強學生對國民教育及基本法的認識。學生能掌握的由基本法的由來，及對港人的重大保障：在一國兩制的原則下，實行高度自治、港人治港等。與本校負責 STEM 的同事合作，於課堂講解中國古代投石機的作用、源由演變。

Chinese Language

Self-directed Learning

3.1	自主學習				
3.1.1	1.1 1.4 1.6 1.7	維持自主學習的習慣：通過課前讓學生準備；課堂讓學生多參與及互動；課後跟進等模式；並以電子教學提高教學效能，高中班別開發文言文十二篇，初中不限開發範疇，設計教學流程，尋找該節課的難點。在級的層面或跨級進行觀課，並在課後交流意見。	檢查教材庫、觀課、課後交流	教師達到本科指標，全年每位教師 1 次，配合同儕觀課。	達標。因疫情緣故，網課及實時課堂並行。本學年同事就教學進度，藉電子平台自由開發不同課題。
3.1.2	1.1 1.2 1.4 1.5 1.6 1.7	作家研究：讓學生以自主學習的模式探究，以工作紙輔助，導讀後由學生自行探索老師選定的篇章（輸入），進行匯報，以讀帶寫，進行仿作（輸出）。加強閱讀訓練，發掘尖子。	檢查教材	任教老師製作教材，學生作品結集成冊，在校內分享學習成果。	除了介紹作家生平及寫作風格之外，各級教授選定作家的文章。因疫情緣故，花在作家研究的課時已作調適，未能結集學生作品。
3.1.3	1.6	除了在電子教室上載值得推薦的網頁外，還在校本教材新增 QR code，方便學生瀏覽，以鼓勵學生善用網上資源及自主學習。	檢視	上載新的推薦網址	達標。WSY
3.1.4	1.4 1.6	新課程著重語文積累，針對教科書之不足，初中增設自習篇章，為學生積累語文知識；另外，製作校本自習研修資料冊，以打好同學的古詩文基礎，並在測考中進行評核，提升學生自學能力。	檢查及測考評分	學生完成老師指定課業及完成科本要求背誦詩詞的數量	達標。每年檢討，適時修訂。WWC2
3.1.5	1.3 1.6	在中二級進行專題習作，培養學生自學，搜集資料，共同協作，提升溝通、領導等能力。通過專題習作滲入新高中選修單元的元素，為高中作準備。 題目：中國傳統文學作品及現代流行曲如何體現中國傳統人倫之情。	檢視及老師評改	展示學生作品	因疫情緣故，取消專題習作。CWK

eLearning

3.2		電子學習			
3.2.1	1.5 1.6 1.7	電子學習首年為探索階段，嘗試不同電子學習平台和應用程式；第二年 50% 老師設立 Google 教室；第三年 100% 老師設立 Google 教室。	檢查電子教室	達到本科指標	100% 教師已設立 Google 教室。
3.2.2	1.1 1.3 1.4 1.7	科任老師儲存課前、課中、課後教學資源到本科 Google drive，與同儕分享。首年 30%；第二年 60%；第三年 100%。	檢查本科 Google drive	達到本科指標	達標。老師及教學助理製作教材，高中文言十二篇及初高中講讀篇章教材日漸完備。由於使用電子平台 Nearpod，教學資源亦會存放 Nearpod School Library。
3.2.3	1.3	善用中文科網頁	統計	全年上載考試或平時作文佳作 20 篇及徵文比賽得獎作品。	未能達標。因疫情緣故，本學年暫停校內徵文比賽。另外網課時間較長，本年度未有上載平時作文佳作。由於方便全體同事編輯，下年度將以另一平台 google site 取代現有網頁。WWC2
3.2.4	1.3	上載教材及練習到電子教室，讓學生自習。	檢視	上載教材或練習	達標。WSY
3.2.5		通過講座、友校探訪等，探索電子學習的不同模式，在班試行，並在會議上分享。	檢查紀錄	全年在科會議分享最少 1 次	達標。感謝廖玉芳老師分享文憑試閱讀卷評卷經驗及邵佳婕老師推薦電子教學平台。

Values Education / Positive Education

中一級：《賣油翁》價值教育：尊重他人；《愚公移山》價值教育：堅毅；《岳飛之少年時代》價值教育：堅毅、承擔精神；《一件小事》價值教育：責任感、關愛；《木蘭辭》價值教育：堅毅、承擔精神

中二級：《栽花的人》價值教育：同理心

中三級：《論四端》價值教育：仁愛

中四級：《廉頗藺相如列傳》價值教育：堅忍；胡燕青《雙層牀》價值教育：關懷別人

中五級：《勸學》（節錄）*價值教育：堅毅；*《斜坡》價值教育：同理心

中六級：《與青年談中國文化》價值教育：仁愛、公義；《讀書人的責任與品德》價值教育：關愛、公義

Economics

Self-directed Learning

- Due to Covid-19, students missed quite a lot of face-to-face teaching sessions. KKH and LYH designed some SDL tasks to facilitate the learning in class (S.4 Efficiency & Equity). It is beneficial to the students with high learning motivation.

eLearning

- Both teachers and students can make the good use of iPad for personal learning.
- Students can adapt to the use of different applications. (Kahoot!, Nearpod and Google Form)

Values Education / Positive Education

- Due to the time constraint and Covid-19, the related teaching activities had been scaled down. Discussion on related topics in S.3 and S.5 had been led and promoted in class to raise the awareness of the related values of students (S.5 Equity and efficiency: Social Intelligence, Fairness and Judgment) (S3 Accounting: Integrity & Law-abidingness). Students did show understanding and appropriate attitudes towards related topic.

English Language

Self-directed Learning

	Objectives	Measures/ Strategies	Evaluation methods	Success criteria	Schedule	PICs	Review
4.1	3.1.1	Teachers will incorporate SDL into daily teaching with class-based lesson plans and teaching materials.	Class visit records and/or materials designed	At least twice in each term by each teacher	Whole year	All English teachers	All the teachers incorporated SDL into daily teaching with class-based lesson plans and teaching materials at least twice in each term. One-third of the teachers did so more than 3-5 times and one even did it on a daily basis. Refer to the class visit records and teaching materials designed for details. It is expected that SDL will be integrated in daily teaching sustainably to help students foster self-directed learning habits.
4.2		Teachers will assign a wide variety of post-lesson SDL tasks to students e.g. self/peer (online) feedback, extended reading, writing, listening or speaking tasks, etc.	Teaching materials designed	At least twice in each term by each teacher	Whole year	All English teachers	All the teachers assigned post-lesson SDL tasks to students at least twice in each term. One-third of the teachers did so more than 3 times in each term, which was found conducive to students' learning and will be kept as a routine in teaching.
4.3		S.2-3 elites will take part in elite training activities that require them to play an active role throughout.	Feedback from participants and teachers	Positive feedback from participants and teachers	2nd term	YWL, teachers concerned	Unfortunately, we did not enrol the same programme successfully this year. We will try to explore other activities for junior form elites.

4.4		Students will take part in SDL activities organized by the English Centre e.g. S.1-2 reading activity, S.3-4 oral practices, etc.	Participation and feedback of students	All students concerned participate in it	Whole year	WKY, S.1-4 teachers	Due to the class suspension caused by the pandemic, the opening periods of English Centre were very limited. SDL activities were no longer compulsory tasks to students. Film shows were still held regularly when the centre was open. Refer to the annual report of English Centre for details.
4.5		Students will take part in English activities with the incentives of the English learning passport in S.1-5 and the activity marks in S.1-3.	Activity marks	Over 80% of students obtain a pass in activity marks	Whole year	All English teachers	Due to the pandemic situation, the reward scheme was amended and the minimum number of stamps was lowered. Students mainly could get their stamps through completing the online reading exercises. Overall, 86.3% of the students could meet the minimum requirement in the two academic terms.
4.6		Students will utilize the resources available at the English Centre for SDL e.g. books, DVDs, tablets, etc.	Utilization of English Centre	Satisfactory utilization of English Centre	Whole year	WKY, all English teachers	Students in general utilized the resources in English Centre. Among all items, i-pad with learning games and board games were the most popular. Some new resources including books and DVDs were purchased.
4.7		S.1-3 students will complete the self-access online learning programme i.e. i-Learner beyond class time while S.4-6 students will be encouraged to do the TV news practices.	Completion rate of practices	Most classes can achieve the following rates: S.1-3: 60% S.4: 50%	Whole year	All English teachers	S.1-3: One-third of the S.1-3 classes achieved an average monthly completion rate of 60%. (Please refer to the attachment.) Higher completion rates were seen in months with more teaching days. Teachers may assign online reading exercises as holiday homework and better motivate students by giving more timely recognition through awarding stamps on a monthly basis.

						S.4: About half of the S.4 students fulfilled the requirements, which was partly attributed to inadequate monitoring due to the prolonged class suspension period in the 2nd term. The layout of the report generated by the system also hindered the monitoring work of subject teachers. It is suggested that closer monitoring is needed next year. Refer to the online reports concerned for details of the completion rates.
4.8		More e-readers will be purchased by the school library and will be available for students to access beyond class time on a voluntary basis.	Utilization of e-readers	Some students/classes read the e-readers	Whole year	All English teachers, school library	Some new e-readers chosen by the English teachers in the e-read scheme were subscribed to by the school library for students to access this year. More e-readers will be subscribed to/bought by the school library with the government funding next year. The utilization of the e-readers under the e-read scheme was very good, especially in junior forms. Over 78% of S.1-3 students read at least one e-reader and the average number of e-readers read by each S.1-3 students was up to 5. Most of the S.1-3 students completed a book report on a e-reader. As in S.4-5, over 65% of the students read at least one e-reader under the e-read scheme. Refer to the official report of e-read scheme available on the platform of Hong Kong Education City for further details.
4.9		Online resources provided by the school library and the public libraries will be introduced to students.	Completion of the measure concerned	Briefing session held	September 2021	TLM, CWY2, S.1-4	An introduction session on e-readers/e-books available at the school library and the public libraries and English online programmes i.e. i-Learner and TV news was conducted jointly by the school library and the English Department for S.1-4 in the first week of this school year.

							It is suggested that a similar event can be held for S.1 next year.

eLearning

	Objectives	Measures/ Strategies	Evaluation methods	Success criteria	Schedule	PICs	Review
4.10	3.1.2	Teachers will incorporate e-learning elements e.g. utilizing resources from publishers, e-learning tools/apps and platforms in their teaching and share the experiences in post-exam form meetings.	Utilization and sharing by teachers	At least twice in each term by each teacher	Whole year	All English teachers	All the English teachers incorporated e-learning elements in their teaching at least twice in each term. More than half of the teachers did so even 5 times or more in each term. Some teachers did share their experiences concerned at form level or even at panel level during the panel meetings. On the whole, teachers found integrating e-learning in teaching an effective way to cater for learner diversity and enhance interactions, especially during the periods of distant learning though there was concern over students using i-pad for other purposes in class expressed. It is suggested that new e-learning apps/tools platforms can be further explored and tried out in the future, and that emphasis should be placed on how to make teaching and learning more effective with e-learning apps/tools/platforms.
4.11		Teachers will integrate e-learning elements in the lessons for peer and/or appraisal class visits.	Class visit records	At least once by each teacher	Whole year	All English teachers	All the teachers integrated e-learning elements in the lessons for appraisal/peer class visits. The e-learning tools/platforms were utilized effectively on the whole. Refer to the class visit record forms for details.

4.12		Teachers will attend the professional development activities on e-learning e.g. in-house training sessions, workshop of seminars by EDB, visits to other schools, etc.	Participation of teachers	At least once by each teacher	Whole year	All English teachers	All the English teachers attended professional development activities on e-learning at least once this year. Some teachers did so 3-5 times and one did so even 5 times or more. Some PD activities provided by EDB were recommended for teachers to attend in the future. Refer to minutes of the 5th English Panel Meeting for details.
4.13		Further discussions on how to integrate e-learning in English teaching will be done in panel meetings.	Discussions done	Possible measures suggested	Whole year	TLM, all English teachers	Evaluation on the implementation of e-learning measures and discussion on the upcoming measures was done with consensus reached in the 5th English Panel Meeting. Refer to the 3-year plan with an extension year and the minutes of the 5th English Panel Meeting for details.
4.14		Students will present their assignments with multi-modal texts in S.3.	Completion of assignments concerned and feedback from students and teachers	Assignments concerned completed with positive feedback from students and teachers	Whole year	YWL, S.3 teachers	This is the second-year implementation in S.3. In 2022 – 2023, we can further explore the practice in S.2.
4.15		E-learning resources in each form will be uploaded and stored on the LMS platform of google classroom for future access and sustainability.	Completion of the measure concerned	Resources concerned stored	Whole	YWL, S.1-6 form coordinators and all English teachers	A google classroom was created and used by each form for teachers to upload, store and share the teaching materials at form level. The resources there could be for future access and sustainability.

Values Education / Positive Education

	Objectives	Measures/ Strategies	Evaluation methods	Success criteria	Schedule	PICs	Review
4.16	3.2	Films featuring positive values and character strengths will be chosen for some film shows by the English Centre.	Film shows concerned completed	At least once in each term	Whole year	WKY	There was a film show held every week when English Centre was open. Some films that showed positive values like 'Freaky Friday' featuring love and gratitude were chosen. Refer to the annual report of English Centre for details.
4.17		Selected positive values will be used as the themes for some activities on the English days.	Activities concerned completed	Satisfactory participation in the activities concerned	English days	TLM, YWL	Positive values and character strengths were used as the theme of the game stalls held on English Day 1. Refer to the review of the English Day for details.
4.18	3.3	Elements of value education, namely, care for others and empathy, responsibility and national identity, perseverance, respect for others, integrity and law-abidingness and commitment, will be integrated in the syllabus e.g. writing, ERVS, SBA, etc.	Completion of the measure concerned	At least one element integrated and covered in each of S.1-5	Whole year	TLM, YWL, S.1-5 form coordinators	S.1-3: Various elements of value education were integrated in the junior form curriculum, ranging from integrity and law-abidingness and commitment to care for others and empathy. This will become a regular practice in the junior forms. S.4-5: The elements of caring for others, respect for others and empathy were featured in the writing practices with the themes on cyberbullying and blood donation in S.4. The elements of law-abidingness and caring for others were featured in the writing practices with the themes on internet crimes and environmental conservation in S.5.
4.19		Students will subscribe to the English newspapers and read about	Subscription of newspapers and completion of	All the students subscribed to the newspapers and completed the	Whole year	All English teachers	S.1-3: Due to the pandemic situation, students only subscribed online version of the newspaper. Some

		social issues and current affairs. Regular coursework like news comments and news quizzes will be done.	coursework concerned	coursework concerned				classes required their students to do news comments in the junior forms. S4-5: All the students subscribed to the soft copy of SCMP and the hard copy of Young Post. All the regular news quizzes, news comments/clippings, news journal work were done as scheduled.
4.20		A project on social issues will be done by S.5.	Completion of project	Satisfactory performance of students	2nd term	S.5 English teachers	The project concerned was completed as scheduled. It was found conducive to students' learning of the elective module 'Learning English through Social Issues'. Refer to the S.5 coursework policy report of the 2nd term and the project done for details. This project will be replaced with simply news clipping and comment work starting from next year due to the official cancellation of the elective module concerned.

Geography

Self-directed Learning

- (S.1): Students need to prepare for the lesson activities, e.g. Question / Answer Competition in the lessons.
- Frequency: ≥ 1 in each school term
- (Senior forms): S. 4, S.5 students will have pre-unit quiz of each unit.

eLearning

Preparation work 1:

Collect the information/knowledge/reference materials/teaching materials of e-learning by different ways as possible.

Preparation work 2:

Try to use some basic and popular e-learning means in the lessons to accumulate related experience.

For example: Students can use electronic devices, such as i-pad, in the lessons for interactive learning activities.

Values Education / Positive Education

- Arranging field trips to Hong Kong Geopark Mai Po Reserves in order to cultivated students' positive values on sustainable development, sense of environmental responsibility and encouraging them to establish a green and healthy lifestyle

History

Self-directed Learning

- It is believed that students can develop SDL habits through more exposure to SDL style. Therefore, if more SDL lessons are conducted in class, students will gradually get used to this learning style until SDL can become intrinsic in students' mind.
- Enriching existing SDL materials
  S1: Interpretation of historical sources; writing a tourist guide-book
  S3: Weapons used in the First World War
  Subject teachers can provide new video clips or add more high order thinking questions to the existing exercises. They can scan the good work or store the PowerPoint slides of students in doing SDL tasks. These can be used as a guideline for later students to follow. There is a new S.2 History syllabus and there are more topics in comparison with the old syllabus. However, the resumption of half-day face-to-face classes greatly reduces teaching time. Subject teacher must arrange pre-lesson tasks and after-lesson follow-up tasks so as to sustain students' self-directed learning habits.
- Another focus is the incorporation of core elements / essential content for learning in the subjects of Personal, Social and Humanities Education (PSHE) in subject curricula. Subject teachers must pay attention to it when teaching.

eLearning

- In this coming academic year, subject teachers can enhance their interaction with students through e-learning platforms such as Kahoot!, Nearpod and Padlet. The AC committee suggested that each subject should have at least one hands-on lesson in each form (except S.6) for students to use e-learning devices (i.e. iPad) in order to enhance learning effectiveness.
- Subject teachers should explore any e-learning materials provided by the publisher and select those that can be handled more easily for trial lesson. Such materials should be uploaded to the subject folder.

Values Education / Positive Education

- Teachers should use different teaching methods and various teaching materials to make learning History more interesting.
- Provide more opportunities for students to present their view in class. This not only helps students to learn independently but also enhances their sense of achievement and enthusiasm in learning.
- An effective praise can provide students with the kind of positive reinforcement that builds on success, motivates them to learn, and increase their participation in class. Praise statement can be a powerful motivational tool when the phrases center on specific examples of student effort, accomplishment, and behaviour.
- Teachers should be aware of those elite students in junior forms who show interest in learning history as early as possible. Follow-up works should be made to cultivate such interests so that they may choose the subject in senior forms. This can raise the performance of students in public examination.
- Teachers should display good works of students so that students can learn from the strengths
- of their classmates.
- Values education (including MCE and Basic Law education): Students may encounter various life events and issues in which various and even conflicting values and attitudes are embedded. Students are encouraged to analyze these events and issues in a rational and objective manner, and adopt positive values and attitudes as one of the guiding principles to make judgements and decisions. Schools are encouraged by the EDB to nurture in their students the nine priority values and attitudes, i.e. empathy, responsibility, perseverance, integrity, commitment, law-abidingness, care for others, respect for others and law-abidingness.

Home Economics

Self-directed Learning

	Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
4.1	3.1.1 3.1.2	S1 Food and Nutrition - Students are to prepare for the lessons, i.e. reading the textbooks and finishing worksheets. - Students are to submit the worksheets which will be checked and marked by the subject teacher.	Evaluation of students' performance by subject teachers.	Students would be able to know about nutrients in our food and drink and why they are important for our health.	Sep - Oct 2021	LWS
		S2-S3 Meal planning - Students are to create a healthy dish for different groups of people, i.e. watching online cooking videos, reading recipe books and textbooks, having discussion, writing a recipe and preparing a dish in groups. - The dishes will be evaluated and marked by the subject teacher.	Evaluation of students' performance by subject teachers.	Students would be able to learn relevant knowledge and apply food preparation and cooking skills, and finish the learning tasks. .	April - May 2022	LWS
		S1 - S3 N.W. assignments - Students are to prepare for the N.W. assignments, i.e. designing and finishing decorations for their N.W. articles / garments. - The N.W. worksheets and projects will be evaluated and marked by the subject teacher.	Evaluation of students' performance by subject teachers.	80% of students would get pass grade and 15% of student would get 35 out of 50 marks in their final results.	March - May 2022	FML

eLearning

	3.1.2	S1-S3 Cooking lessons -Students are to watch online cooking videos to learn simple food preparation skills and prepare certain ingredients at home for the cooking lessons.	Evaluation of students' performance by subject teachers.	Students would be able to apply food preparation and cooking skills, and finish the learning tasks.	Feb - June 2022	LWS
		S1-3 Needlework lessons -Students are to watch online sewing videos to learn different sewing skills and use different accessories to decorate their N.W. articles.	Evaluation of students' performance by subject teachers.	80% of students would be able to learn the related sewing skills and finish their articles.	Nov 2021 - June 2022	FML

Information and Communication Technology

Self-directed Learning

- Sustaining Self-Directed Learning (SDL) strategies in junior form

eLearning

- Each teacher is required to attend at least 1 seminar related to e-learning in ICT
- Each teacher is required to try e-learning strategies in his lesson (junior form)

Values Education / Positive Education

- Integrate elements of Values Education into the syllabus
- Integrate National Security Education (NSE) into junior form syllabus

Integrated Science

Self-directed Learning

	Objective	The method of assessment	Success Criteria	Time scale	Person in-charge
1	Sustain SDL habits via STEM Education 1.1 Provide relevant materials for preparation from Aristo Educational Press Ltd 1.2 Group discussion, study and prepare a presentation in the class ； 1.3 In the 1st and 2nd Term of the year, select a topic in the course for Self-directed Learning A total of two (one for each new topic and the other for the past) will allow students to understand the content of the topic through independent learning.	Presentation, Quiz, Peer assessments or Reports	1st Term xx. All students have finished the preparation worksheet and xx. Quiz (passing rate reached 60%） 2nd Term xx. Presentation and the report xx. Quiz (passing rate reached 60%）	S1 1st Term 2nd Term S2 1st Term 2nd Term	Teachers FMS: Design mobile microscope# LYL : Making water filter column FMS: Design catapult# WWC: Electric Circuit# LPM: Science in Music* WWC: Making parachute#

eLearning

	Objective	The method of assessment	Success Criteria	Time scale	Person in-charge
2	Conduct e-learning in the class. 2.1 conduct e-learning in lessons OR update teaching materials for topics used before; 2.2 have lesson collaboration of e-learning; 2.3 In the 1st and 2nd Term of the year, carry out scientific inquiry through e-learning and encourage teachers to integrate e-learning in STEM education.	Lesson observation, Project work and Students' feedbacks from questionnaires	xx. 100 % student participation and finish the activity. Students can make fair use of the tablets for e-learning in our school; xx. All student can complete the assigned project works	S1 1st Term 2nd Term S2 1st Term 2nd Term	Teachers FMS: Design mobile microscope# FMS: Design catapult# WWC: Electric Circuit# LPM: Science in Music*

Values Education / Positive Education

	Objective	The method of assessment	Success Criteria	Time scale	Person in-charge
3	Fostering positive education 3.1 Strengthen the co-ordination between different cross-curricular domains to integrate the values and attitudes into the learning objectives; 3.2 Help students to develop their moral judgement and rational thinking skills	Presentation, Quiz, Project work and Students' feedbacks from questionnaires	1st Term xx. All students have finished the preparation worksheet and xx. Quiz (passing rate reached 60%) 2nd Term	S1 1st Term 2nd Term S2 1st Term 2nd Term	Teachers FMS: Conservation (Unit 3) FMS; Sex education (Unit 4) LYL : Making water filter column (Unit 2)

to analyze some complicated or controversial life events and social issues.		xx. Presentation and the report xx. Quiz (passing rate reached 60%)	LPM: Air pollution (Unit 7) WWC: Acid Rain (Unit 9)

Liberal Studies

Self-directed Learning

- 學生能於學前備課，積極參與課堂分享，培養學生自主學習
- 教師可安排以知識及技巧並重的鞏固課業，以鞏固學生的已有知識
- 教師在會議分享自主學習的教學經驗
- 中五級有一次共同備課，開發、設計自主學習的教材，持續性地進行自主學習的教學模式

eLearning

- 本科老師分享使用電子應用程式教學的經驗
- 鼓勵學生使用 GOOGLE DRIVE 以繳交專題研習報告，與老師交流
- 教師運用平板電腦教學，以增加與學生的互動性，提高學生學習動機

Values Education / Positive Education

- 本科在教學內容上教授與青年人的身份認同相關的課題，使學生更了解個人的特性，教授學生如何面對生活的困境，以培養他們的解難能力及正向思維模式
- 本科亦教授青少年價值觀相關課題，以培養學生的正面價值觀
- 本科教授今日香港社會民生相關課題，使學生更了解香港社會的狀況及關心社會，加強他們對弱勢社群的同理心
- 本科在教學內容上教授「一國兩制」、「基本法」、「國家情況與國民身份認同」，從而教導學生「守法」的精神及培養「國民身份認同」

Life and Society

Self-directed Learning

- 教師整理學習材料，於課堂前派發給學生，使學生能於學習前課，培養學生自主學習。課堂多以合作學習方式分組上課、小組學習模式進行。
- 每位同事開發、設計自主學習的教材，並在會議中分享及交流教學經驗。

eLearning

- 本科老師分享使用電子應用程式教學的經驗
- 教師運用平板電腦及教學軟件，例如 Pear Deck、Nearpod、quizlet 等，增加師生的互動性，提高學生學習動機

Values Education / Positive Education

- 中一至中三教學內容附有德育及公民教育相關的課程，如中一有個人價值觀的建立，中一至中三的全方位活動，從活動中使學生更關心社會的弱勢社群及社會共融的重要性
- 中一至中三引入《基本法》相關內容，使學生更了解香港政府、社會、經濟狀況
- 與公民教育委員會合作，協辦舉行中二級基本法問答比賽
- 在課程內容上配合價值教育。包括中一課題教授正確價值觀的建立及同理心；中二有關權利與義務的課題教授「責任感」和「尊重」；中三有關中國政制及基本法的課題教授「國民身份認同」及「守法」的價值觀。

Mathematics

Self-directed Learning

- Preparation of materials for SDL, CLPE and e-learning and sharing of teaching experience in the collaborative lessons
- Suggest a book list for students in each of junior and senior forms
- Reading scheme for S1 , S2 , S3
- Buying reference books / exercises for elite students

eLearning

- Sharing by colleagues about using e-learning in their classes
- Each colleague try e-learning lesson(s)

Values Education / Positive Education

- Integrate elements of values education into the syllabus

**Overall evaluation on 2021-2022 School-based Positive Values
Education of the Three Structures in School**

1. Committees

1.1 Academic Committee (Affairs)

Committee	Academic Committee (Affairs) [ACA]
Item:	S1-3 Good Learning Attitude Award Scheme
Objective:	• To foster positive education by letting students aware of the positive meaning (正向意義) and positive achievement (成就感 / 正向成就) and character strengths (e.g. honesty, perseverance, love of learning, appreciation of excellence, etc.) through recognizing classmates' strengths / good performances and showing appreciation of others' good learning attitudes, etc.
Student participation	• The whole class taking part in the in-class prize presentation • Prize presentation: About 10 awardees in each class (Most Hardworking Student Award, Good Participation Award, Most Attentive Student Award, Most Helpful Student Award, etc.) • Worksheet given in the CT logbook on showing appreciation to the awardees *[NOT done finally]* • Each class was given the award list which could be posted on the class bulletin board.
Evaluation at committee level:	• Positive feedback from CTs and students • The part concerning completing the worksheet showing the appreciation among peers was not carried out as the activity was postponed to a later date and there is a rearrangement of CTPs due to the implementation of zoom lessons caused by unstable epidemic situation and half-day schooling. • As the theme of the class board display was about positive education (character strengths), the award list of the class, which could be posted on the class board as well, could be in line with the main theme of the class board required by the School. • It was reported that S1-3 Good Learning Attitude Award Scheme is quite similar to the activity organized by Student Guidance Committee which

<table>
<tr><td></td><td>was also related to the nomination of students of character strengths in class. Both activities were the rescheduled ones as the activities in the second term could only be held after the special holidays and the 2nd term test week.
• Nevertheless, students can still show their appreciation in a different way through their participation in the prize presentation in class.
• ***Overall comment:*** In general, the objective can be obtained to a greater extent.</td></tr>
</table>

1.2 Civic Education Committee

- 因疫情關係，不少有關「守法」、「關懷」等正向教育項目無奈取消。

- 以已完成的工作項目而言，本年主要著重於國民教育、文化傳承及環境承擔等幾方面。

- 有關國民教育、文化傳承的項目多與中國歷史科及生活與社會科合作進行。

- 綜觀而言，讓學生有所體會，有所認知，反應正面。

1.3 Discipline Committee

- Discipline Committee educates students with Positive Values Education in different ways. In the talk of obeying law, students learn the importance of obeying law and the respect for others even they have different views. The training for prefects which pose challenges to the prefects on their perseverance on their duties and how they enforce the rules in school setting. A class teacher period is allocated for the Prevention of Theft which teaches the students to obey the law and understands how do people feel when their property is lost. The basic philosophy of Discipline Committee is similar to the concept of Positive Values Education, so there will not be too much difficulties in educating students on this aspect.

1.4 Extra-curricular Activities Committee

- Students are encouraged to nurture and develop their character strengths through experiential learning. Volunteer work is one of the most efficient ways to nurture students' character strength by taking care people who are in need.

1.5 Guidance Committee
- Sex Education
  Students were highly involved in the activity.
- Anti-drug education
  Visit HK Jockey Club has been cancelled because of the influence of pandemic.
  Student can learn how to refuse temptations.
- Life Education
  Students can explore the meaning and value of life so that they will treasure life, unleash their potential, grow healthily.
- Positive Education
  Student Guidance Ambassadors can explore their character strengths and use their character strength in the activities.

1.6 Library
- A permanent bookshelf for displaying books related to positive education in the School Library, over 100 printed books are available for students and staff.
- 17 positive education related e-books have been subscribed in eRead Scheme.

1.7 Other Learning Experiences Committee
- Most of the students can learn more about "Commitment" and "Responsibility" in the events. For Example, Career ambassadors understood the importance of commitment and responsibility when they tried to adapt the year plan. They knew that the work would be delayed or even be failed when they cannot finish the work on time, and it would affect other members. During the discussion and the interviews with alumni, they know how to communicate with each other effectively and how to respect others.
- The participants of Life Buddies also learnt a lot in the scheme, such as business ethics, business administration and management, work nature etc. Through the experiences sharing of the mentors, they knew the importance of diligence, commitment, and responsibility.

1.8 SAIT Committee

- The basic philosophy of establishing IT Prefects is similar to the concept of Positive Values Education which is about responsibility, commitment, law-abidingness. Training was offered to them so that they could take up the duties in the school setting. There is another student team for Campus TV. This student team is responsible for the broadcast of morning assembly, assembly and school events. Students of this team are trained to be responsible, commitment and care for others.

1.9 Religious Committee

- Through organizing activities such as teacher's sharing at morning assembly, 'Tuesdays with Jesus' devotional sessions, and leadership training camp for senior form fellowship members, character strengths such as 'Kindness', 'Spirituality' and 'Teamwork' have started been cultivated towards students in general and with specific target group such as senior form fellowship student leaders.

2. Form Levels

2.1 Secondary 1

- From the implementation of a series of class teacher periods throughout the year, students can be cultivated with the 10 priority values and attitudes. The 10 lessons related to positive education are effective. Apart from the 10 lessons, other lessons which focus on different perspectives, for example, helping students to better adapt to a new environment, reflection on tests/ exams performance are also able to help cultivate a positive school climate amongst students.
- Students may not have frequent chances to get in touch with values related to national security and law abidingness through class teacher periods and other activities organized under the Form Master. Yet, these values can be integrated in other more relevant subjects or committees. As a result, all the priority values and attitudes can be instilled to S.1 students successfully.

2.2 Secondary 2

- Positive education was implemented through class teacher periods, class / form board decoration, school events / activities and talks, thank you so much for the effort put of different parties, including class teachers, form mistress and committees. Students learn 10 priority values and attitudes throughout the year and in different aspects, i.e. programmes, people and places (board).

2.3 Secondary 3

- Different parties including form master, class teachers and committees conducted a wide range of activities, to name a few, workshops, talks and class teacher periods for this year's S.3. The activities were generally well-received and suggested to be held next year. With all these non-academic activities, students were able to absorb lots of knowledge concerning Positive Values and they started to be aware of the importance of these values in building a healthy class.
- Class teachers played an essential role in instilling the positive values in the S.3 students. It is observed that class cohesion has improved in classes with successful positive education. Students who are inspired by positive values relate to each other positively, engage in lessons more actively, and eventually learn more. Activities organised by committees served as the complement in introducing positive values education. The activities reinforced the positive values in students' minds.
- Thank you all parties' contributions in carrying out positive values education in S.3. Without all these parties, the positive values education would be so successful and well-received.

2.4 Secondary 4

- The attitude of students towards the activities related school based positive values education were positive and serious. From the observation of the class teachers, students can learn the values from the activities and even show the positive values when they contact with teachers and their classmates. Most of Form 4 students become more responsible in the academic aspect and also more committed to taking up student posts in school.

2.5 Secondary 5

- The attitude of students towards the activities related school based positive values education were positive. From the students' feedback and performance, it clearly showed that most of them can learn or understand or show some values from the activities. From some activities, it may help to build up a more positive learning atmosphere in the classroom. Without the COVID-19, it should be able to achieve the goal better with more activities provided to students.

2.6 Secondary 6

- Different parties including form master, class teachers and committees conducted a wide range of activities including talks, interests' class, sharing. The attitude of students towards the activities were positive.
- The activities reinforced the positive values in students' minds.

3. Subject Departments

3.1 BAFS

- By combining both subject knowledge and values education, students not only have a better understanding of the subject by reflection, but they can also transfer their skill and attitude into daily life. As a result, students widen their horizons.
- For example, after introducing the function of Hong Kong Monetary Authority (HKMA) and linked exchange rate system, students understand why people are concerning about the rise of interest of the USA's central bank.

3.2 Biblical Knowledge

- In B.K., the idea of Positive Values Education has been implanted into the syllabus of each form. Therefore, teachers will be aware of the importance of promoting Positive Values Education among the students. The values of positive education are compatible with Bible teaching, so teachers won't have difficulties in educating students with positive values.

3.3 Chinese History
- 有關國民教育、文化傳承的項目多與中國歷史科生活與社會科合作進行。
- 透過不同的活動，進一步提升學生對中華文化的認識及帶動對基本法的了解。

3.4 English Language
- The English Department integrated certain elements of positive education, values education and national security education into our curriculum in both our teaching syllabus and English life-wide learning activities successfully this year. All the measures implemented were found conducive to students' understanding of the elements concerned, and thus will be kept for next year. Room for integration of the elements concerned will be further explored in the future.

3.5 Economics
- Generally, students were attentive when teaching the topics or leading the discussion related to positive values education. The importance or messages planned to deliver may clearly and effectively transmit to students. Student's attitudes towards the related topics were serious. For students' feedback, they were positive towards related activities. Due to the Covid-19 this year, the activities had been scaled down. It is recommended to resume the normal scale after the teaching-learning activities resume normal.

3.6 Geography
- By studying the global issues, such as climate change and deforestation in tropical rainforest, students would be aware of environmental problems and be committed to improving the environment. Therefore, they are able to acknowledge the meaning of life.
- By joining the field visit to the Mai Po natural reserve, students are able to examine the issues arising from the interactions between the physical environment and human activities. Students can build up sense of appreciation of natural beauty.

3.7 Home Economics

- S3 students were to prepare a drawstring bag which are sustainable, eco-friendly, and cost-effective. Besides, they prepared a simple and healthy dish with parent's supervision at home and shared the dish with their family.
- The above assignments provide opportunities for students to care about their family and the environment. Further, students were encouraged to be socially responsible to protect the environment.

3.8 Liberal Studies

- 帶領學生參加「大澳文化生態考察」，以培養及發展學生正向思維及性格強項--「感恩」、「勤奮」、「堅毅」
- SKY 100 參觀「5G 科技館」，以培養及發展學生正向思維及性格強項--「創新」
- 本科在教學內容上教授與青年人的身份認同相關的課題，使學生更了解個人的特性，教授學生如何面對生活的困境，以培養他們的解難能力及正向思維模式
- 本科亦教授青少年價值觀相關課題，以培養學生的正面價值觀
- 本科教授今日香港社會民生相關課題，使學生更了解香港社會的狀況及關心社會，加強他們對弱勢社群的同理心

透過不同的活動及教授課堂內容，能提升學生抗逆能力，培養學生的正面價值觀

3.9 Music

- The cultivation of positive values in the subject of Music was mainly delivered through various class activities at junior forms. The learning and appreciation of the National Anthem of our own country cultivated the value of National identity to the students. And, through group music creation projects in Form 3, students learn how to appreciate and respect others works by writing constructive feedback to fellow members.

3.10 Putonghua
- 本年度每一個年級的課程均加入上下學期各一項有關正面價值教育的單元
- 從學生問卷的數據顯示,86-96%的學生表示他們覺得普通話課節的話題/內容能幫助他們更好地了解及認同中華傳統文化的內涵及覺得普通話課節的話題/內容能幫助他們更好地認識傳統華人行為規範的底蘊
- 根據課堂觀察及學生問卷的數據,經討論以後,科任老師一致同意本科組在積極培養同學們正面教育範疇方面有一定的成效

3.11 Science (Junior Forms)
- Teachers praise students when they performed well by sharing their work and provide confirmation to students
- Introduce presentations and project learning to students to build up their self-esteem and sense of belonging
- Establish positive education as the daily routine practice during lesson
- Subject teachers completed different topics in the curriculum related to the theme "caring for others" and "empathy" e.g. S.1 Water: saving water and aware the environmental pollutions to water, S.1 Living things: protect the environment and organisms; S.2 Photosynthesis: aware of global warming effects and protect the environment, S.2 Acids and Alkalis: aware of the acid rain problems and air pollutions; S.3 Health and Disease: Understand different diseases and prevent the spread of diseases to others. Subject teachers also promoted sex education and sustainable development in S.1, anti-drug education and sustainable development in S.2 and healthy lifestyle and public health in S.3.

3.12 Visual Arts
Incorporating 9 Priority Values and 6 Domains in VA curriculum—

The school-based VA curriculum incorporates at least one priority value and attitude for each junior and senior form within the School-based Priority Positive Values Education Framework in order to cultivate positive values and attitudes as well as moral judgment and rational thinking skills by:

Art Research
- Cultivating responsibility
- Curiosity in research work

Art Making
- Developing commitment, perseverance
- Creativity and courage

Art Appreciation
- Respecting and appreciating artworks -Showing empathy for others' feelings
- Teacher Appreciation by S.1 Students –Sending Christmas Cards to Primary School Teachers (in collaboration with School Liaison Committee)

Extract of ESR Report

3.8 Students' development needs are aptly addressed. Good effort has been made in creating a warm and caring school atmosphere.

3.8.1 Students' developmental needs are identified by making reference to both quantitative and qualitative data, such as students' sociability and their psychological and physiological needs. A regular form master meeting at each of the six-year levels is conducted to review students' performance in all aspects, which facilities the communication between front-line teachers and middle management. Through the meeting, the needs of students and classes are identified with appropriate support timely provided. With the well-planned CTP, students are equipped with essential life skills, such as emotion management, positive thinking and handling of peer pressure, to cope with the challenges at their developmental stage.